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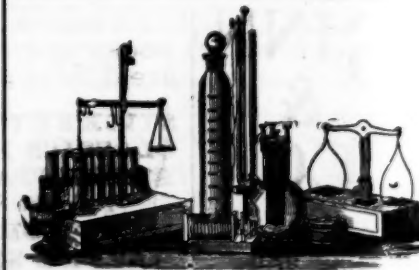
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IF the *Sun* of this city could have its way, we should have no schools, supported at public expense, above primary departments, and in these schools nothing would be taught but the rudiments of knowledge—the very elements of reading, writing, and ciphering. All normal and training schools would be abolished, and all schools of intermediate and high grades would be provided for by private associations of citizens, and by institutions with which the state and taxation would have nothing to do. This would be turning the hands on the dial of education back half a century. It is a flat denial of the accepted proposition that the state owes to every child an education, and is bound by all the laws of honor to provide it at public expense. It is a denial that the property of the rich man should be taxed to educate the child of the poor man. It is also a contradiction of the accepted principle that a teacher's work is professional, and must be carefully attended to. It is also a denial that the present system of education is better than the mediæval system of flogging, task getting, and empirical dogmatism. It denies the efficiency of all the forces that have made the present what it is, and that prepare the way for such a vision as Mr. Bellamy has pictured in his "Looking Backward." The *Sun* must get itself into the line of progress on educational matters, before it is left so far in the rear that it fails to catch the spirit of the present age.

CONSIDERABLE space is given in the JOURNAL to chronicle the progress of what a number of good people have called the "manual training craze." It will be seen that it is getting a firm foothold in very many American cities. In Sweden it has been found to be a capital thing for the rural schools. The English people, as soon as they settle into the free school system, will take it up. Of this city it may be affirmed that the results are satisfactory. The whole subject is in its initiatory stage. There is but a single school that we know of that prepares teachers—the College for the Training of Teachers, New York City.

THE United States Senate on March 20, considered the Blair educational bill, and when it came to a vote there were 32 senators for it and 36 against it. We understand that another attempt will be made to bring the matter up again before the present Congress. We doubt, as it now stands, whether it can ever pass; there is an increasing opposition to it. And yet, the best men and women of the country are in favor of spending some of the nation's money for education.

It is believed that the objection to the measure is in the construction of the bill as it stands; and it is believed further that it has not had the right sort of championship. It is meant by this that the educational sentiment of the country has never been arrayed on the side of spending the funds of the nation for advancing primary education. Look around and see the lack of educational backing the bill has had. To be sure, no bill can pass without political backing, but in a case like this, there needs to be a popular feeling, in behalf of the measure, and this it did not have.

We believe that it is correct for the government to spend money on the blacks set free by its order; and this ought to have been done at the time of the emancipation.

We believe the states, having the bulk of the eight millions of blacks, feel that the general government ought to attend to their education.

We believe that every state where the black population is over (20 %) per cent. of the population should receive such a sum as that state will bestow upon its white pupils. That is, what the state will do for the white pupils in its borders, the United States will do for its black pupils; the money to be turned over to each state to expend for the schools of the blacks as it deems best.

This expenditure should be continued for not less than ten years.

We would not hamper this provision in any way except to require a report of the schools, kept for black children, to the commissioner of education. We would trust the whole matter to the states; they would be interested to have the burden of educating the blacks taken off their hands. It would be best, however, to require the states to erect school houses and furnish them.

AT a meeting of several prominent educators in New York recently, this question was discussed in all its bearings, and this expression of opinion was reached:

"The politicians having failed to provide for the education of the blacks, the teachers all over the country should rouse themselves and take the matter in hand. All that is needed will be the votes of a dozen good men, and these can be secured by the efforts of earnest teachers.

"Let the teachers, then, resolve to aid the blacks to the education that the good people of the country, North and South, feel they ought to have, that they may fight the battle of life on the best terms.

"Let this bill be divested of all politics, and be termed the TEACHERS' BILL. It will rally to its support both Republicans and Democrats. The 800,000 teachers of

the country ought to have a voice in this matter. Let them take it up in all earnestness; at every meeting let them discuss the subject, and pass a resolution like this:

"Resolved, That we urge our representatives in Congress, to pass a law, giving to each state, where the blacks form a large proportion of the inhabitants, as much money per colored pupil as that state gives to each white pupil, this money to be expended for the salaries of the teachers for such black pupils.

"Let this be passed and sent to the senators and to the congressman of the district, with a petition, signed by all the teachers present. We believe such a bill can be passed. Let us hear from the teachers; let us hear of action."

THE incentives placed before children become the lines on which they form their ideas of things. If you hang a thread in a solution of sugar you will find all the sugar will gather about that thread in crystals. So if you let down into the child's mind an incentive, the mind will associate with that incentive all the acts that are done under its influence.

Here is a teacher that carries a rod, ruler, or strap in his hand, and hurries up the tardy, the lazy, the thick-headed with a blow; they associate pain and sorrow with the school-room.

Here is another who has his pupils "go up" in spelling or reading; they associate disappointment, envy, or self-importance with the school-room.

Here is one who scolds or praises; his pupils associate mental anguish, rebellion, hatred, or self-exaltation with the school-room.

The teacher should employ the highest motives, the highest incentives. Their feelings must be enlisted; their wills must be trained; thus they are made self-governing human beings. How shall this be done?

1. A teacher can, by looking into his own heart, tell whether a pupil likes him. If he does not like a pupil that pupil does not like him. The first thing then is for the teacher to "thaw out," to determine that pupil shall like him.

2. In carrying on the work of the school he is to move a number. Suppose that all like him; he must go from the individual to a combination, a number. Here is where incentives are needed. Remember that the school is a community.

(a) There is a desire to stand well in that community.

(b) There is a desire for the approval of the good; not of the whole community, but of the good of the community.

(3) The mental faculties desire employment.

(4) There is a desire for knowledge.

(5) There is a desire for preparation for the future.

(6) There is a desire to meet the demands of the Creator.

Now here is quite a key-board to play upon. Every string will vibrate if rightly struck. All of them are then in waiting; the teacher must learn to play on them with skill.

IF a teacher looks over his school-room he will see that certain pupils stand out from the rest. They have a personality; it is that that impresses him, and makes him see and feel them. Now all who undertake the work of teaching must possess some personality. Oddness is not personality; queer-ness is not. Personality means that influence flows from a person. The teacher is an imparter of influence.

Personality gives regenerating power; it enables one to be of high service to another. A teacher who would have personality or have influence—imparting power—must often repeat these two lines (there are six in all):

"Thy soul must over-flow, if thou
Another's soul would reach,"

WHAT DOES A CHILD SIX YEARS OLD KNOW

It is decidedly humiliating to our pedagogical pride that we cannot answer this question, and it is still more humiliating that we are not trying to answer it. Let us see.

1. How many words does this child know the meaning of? Not, how many words can he pronounce, or repeat like a parrot, but, How many does he know? Of course we must leave out of the account all connecting and relation words, all exclamatory and phrase expressions and expletives that everybody uses without thinking of what they mean.

2. What are the moral ideas of the average child of six? Has he any idea of God, of Christ, or the Holy Spirit? Does he know what sin is, unless, perchance, a dogma has been crammed down his throat. Has he any idea of the wrong in deception, stealing, lying, cheating, and the like? It would be interesting to know how much *real* moral principle the average child of six has. Our suspicion is that the quantity will be easy to estimate. But the settlement of this question would go a great way toward settling that other question: Has a child by nature, without education, an intuitive knowledge of right and wrong? It has been affirmed, with some confidence, that it has. We doubt it. But it is useless to dispute concerning what we know nothing about. Let us investigate the facts in the case, and when we get them we shall be able to talk about it. Until that time let us keep silent.

3. What does this child know about himself? His body—its structure, use of its parts, what blood is, what the ear is for, what the use of the hair, nose, finger and toe nails, what sleep is, skin? etc., etc. Then, has he any idea of the use of food? Does he know he has a heart, stomach, lungs? Has he any idea that he thinks, and does he realize that he has a mind, and that he—himself—is different from his body, or from anything else. How far can the average child of six go in these directions? Nobody knows, nobody ever has known, and, we are sorry to say, but few care to know now. This science is just in its infancy, and is not likely to come to maturity for many years to come, but we should commence to lay the foundation stones, upon which future generations may be able to build; for along this line the psychologist of 1900 is to study.

4. What does this child know about the earth and all that pertains to it? About distance, direction, size, time, and space? What about animals? What about trees, stones, water, air, gases, dead and living things, color? etc., etc. This covers a vast field. Of course it cannot be supposed that this child knows much about these things, but we want to know where to commence. Can we assume that a child of this age knows anything; if so, how much?

5. What about people? The different races, sexes, occupations, religions? etc., etc. This is important.

6. What can this child do? Here will be found a very great variety of answers. Farmer boys of six can do many more things than city boys of the same age. This does not show that the farmer boy will make a smarter man than his city cousin, but that his education in doing has much farther progressed than the city boy's. If followed up with proper influences, this should give him an advantage, and it would, if educative forces were properly directed and adapted. The question of doing in early days, is one of great importance, to which we call the earnest attention of our readers. For example, how many children of six can sing? How many know different tunes when they hear them sung or played? The progress in the development of a musical taste is not known; all we do is on the assumption that all children ought to sing, and *must* sing. No attempt at grading them in classes on account of native and acquired characteristics has been attempted, yet nothing could be more sensible.

7. How much is the mind of a child of six developed? How about the memory, its different kinds? How about the imagination, fancy, reasoning,

concluding, the faculty of knowing order and disorder, and then the higher faculty of generalization? Here is an unknown country. Who will explore it? He who does, and does his work thoroughly will receive the thanks of the educational world. No one has satisfactorily mastered this subject, not even Perez or Preyer, although they have made a commencement. We now want the superstructure.

It would give us great satisfaction if those who are interested in this subject would write us concerning it.

WE said recently that when Horace Mann, and Lowell Mason began holding institutes in Massachusetts, the field was new, and "educational questions now settled were unanswered." A correspondent asks us to name a few educational questions which we believe are settled. When we say that any educational questions are so "settled" that everybody believes in them, we do not mean that there are not some "naturals" on earth yet. There will be a few left when the judgment trump sounds. We do mean that, in the minds of our best educational thinkers, there are a few foundation stones firmly and permanently laid. Here they are:

That method of teaching is according to Nature that leads the learner to investigate for himself. Stated another way it reads as follows: Observation is the absolute basis of mental growth.

Like all things that grow, the mind progresses from the homogeneous to the heterogeneous, and normal or correct training must exhibit the like progression. This supposes that in all our educational procedures we follow the course of Nature. This is absolutely our only guide. The principle last stated may read as follows: Our teaching must start from the concrete and end in the abstract, and this progress must be in successive steps arranged in logical order.

As in the progress of the human race, so in the education of the child we should proceed from the empirical to the rational, remembering that every science is evolved out of its corresponding art.

Another fact or principle that cannot fail of universal acceptance is: The mind of the learner must get the idea before attention is called to the sign that represents it. There is another that seems to be axiomatic: The proper acquisition of knowledge always leads to the development of the intellectual powers.

Another fact is exceedingly important in its bearing upon both teacher and learner. *By teaching we learn.* This shows us that the learner, even though he be a young child, should be constantly encouraged to teach. What is teaching? This. Bringing the mind of another into such a relation to truth that it can be known in its relations. This a child can, and should do, with both his school-mates and his teacher. We should not encourage the old monitorial system, but we should encourage the effort on the part of all pupils to bring the minds of others to see the truth as they see it. This is teaching, and it is a vital exercise.

Did Horace Mann and Lowell Mason apprehend these truths as clearly as we understand them? We think not. Of course it is true that many, to-day, are further back towards the middle ages than the majority were fifty years ago, but there are thousands who have advanced beyond the viewpoint of 1830. At the close of the next half-century the advance will be much greater than it has been during the past half-century. This is to be expected.

THE day of free education in England is evidently dawning. The Tories oppose it, regarding the measure as demoralizing and pauperizing. Some of their papers say the poor might as well be supplied with bread, boots, and blankets. We laugh at all that here. It is the well-to-do that get the benefit here; the poor don't want educational boots, bread, and blankets. The English are entering upon a discussion that will involve a repetition of many wise and foolish arguments utilized in America half a century ago.

THE conference of teachers of colored youth in Washington, this week, was a timely meeting. We are glad our leading colored men and women are more and more realizing that the problem of education is vital to their life. Two races as dissimilar as the Caucasian and African cannot live together, in peace, unless brought upon the plane of mental, moral, and physical equality.

SENATOR MORRILL has introduced a bill establishing a United States educational fund made up from two sources; first, the money coming from the sale of public lands, and three-fourths of the income received from the Union and Central Pacific railroads. He proposes to pay this money to the states in proportion to illiteracy. This question of national aid to education is not yet settled. The fate of the Blair bill proves this.

THE Supreme Court of Wisconsin has just decided that the reading of the Bible in the public schools of that state is in violation of their constitution. This means that the Bible is a sectarian book. The court said that "to teach the existence of a Supreme Being of infinite power and goodness, and that it is the highest duty of all men to adore, love, and obey him, is not sectarian," but that teaching the Bible is sectarian. Here is a fine distinction. From what source do we get our knowledge of God and his attributes, except from the Bible? Yet this source of all theism is to be banished from the schools of Wisconsin. It matters not what translation of the Bible is read, the Douay or King James. Both are good, and teachers should neither be prohibited nor commanded to use either one. This saying to the teachers, "You must not read the Bible in schools," is not a pleasant command. It looks too much like dogmatism.

A TELEGRAM from Winnipeg says that an act has been passed by the legislature abolishing the right of Catholics to have separate schools, and obliging all classes to patronize the free public schools. It goes without saying that the measure was bitterly opposed. It ought to have been. It is on a par with the Wisconsin bill, forbidding the Bible to be read in the public schools of that state.

WE are constantly confronted with the question, What is the limit to the power of the state? For example, is it right for our lawmakers to compel all children to be vaccinated? Why not rely upon the intelligence of the people? The answer is made that many citizens are not enlightened enough to perceive the benefits of vaccination. Then why not compel them to become enlightened? Self-preservation is the first law of nature. If we cannot compel intelligence, we can, at least, prevent disease. If a father is satisfied in stolid ignorance, the state can declare that his children shall not be. Both vaccination and compulsory education are bitterly opposed, but this is no reason why the state should not keep right on doing whatever is necessary to be done to circumscribe and destroy disease and ignorance. We have not reached the time when all the people can be trusted to do right without the law's protection.

THE education of the Indians is certainly as important as that of the Africans, or Mongolians, or Caucasians. This, all must admit. Why, then, is it that the former ratio of increase for Indian education has not kept up? We need more money than ever for our red men. Either they must be civilized or disappear, and it is certainly far better that they should be civilized than be exterminated. For the quadrennium ending 1881, the increase was 350 per cent., and for that ending 1885, it was 797 per cent., while for that ending 1889 it was but 24 per cent. It is a fact that the number of Indians is gradually diminishing, but not by any means in ratio to the decrease of appropriations for their education.

THE New York Kindergarten Association is called by a city daily a "Society for the Improvement of the Public Schools." This is not its character. It aims to help those poor families that have little money, much work, and many children—children between the ages of two and five or six. To such children the kindergarten is a little heaven below. It would be well if the city would establish such schools, but there is no prospect that it will—at least for some time to come.

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THE ANGELUS.

The Angelus, the most wonderful picture painted in modern times, is to leave America. It has been in this country about six months, and before it have stood over a hundred thousand people, a majority of whom, beyond doubt, left its presence morally better for a glimpse of this revelation of simplicity and grandeur. It is doubly unfortunate that a distinct educational and moral force, such as this picture is, should thus be forced out of America; because the means of its acquisition by an American firm have been so abundantly advertised, the world over, that the fact of its return to Europe will be taken as an indication that we care not for this sort of thing. The trouble is that the picture, which cost over \$100,000 to its present owners, cannot remain here unless they are willing to pay an additional \$35,000 to the government in the way of an import tax. And as the picture has already cost them more than the price of any other modern painting in the world, they cannot afford this extra tax. So



America seems 'doomed' to lose this priceless masterpiece. The engraving that we give is an excellent reproduction, which is not so large as has generally been supposed, being only about 24 by 18 inches. In fact to those who have heard a great deal about this work, the first glance is surprising and even disappointing. It is not until after the effect has had time to sift down through the imagination that one realizes the extraordinary force of the drawing and painting. The life of the painter of the Angelus affords, in part, a reason for the power of his paintings of peasants—for he was a peasant himself. From earliest childhood he lived among the people whose lives he afterwards used as a basis for paintings, which, with no attempt at idealization, yet seem to idealize the most truthful representation of the simplest and most humble scenes. This was genius: this is genius. It is in our immediate surroundings that we can show our worth to the world's civilization. The genius does not choose his surroundings; he makes them larger. The teacher should try to be something of a genius.

THE OLD AND THE NEW PSYCHOLOGY.

The difference between the old psychology and the new, is seen in this: the old studied theories; the new studies facts. New pedagogy is scientific. This means two things: first, its basis is facts; second, its order is classification. These two things are essential parts of a science. In chemistry, for example, everything depends upon the facts. Here is a solid foundation. After a while enough facts are collected to make it possible to compare and classify them. In this way the science of chemistry has grown to its present immense proportions. So it is in botany, mineralogy, zoology, and political economy. In old times teachers based their practice upon theories. Take John Sturm as an example, born in 1507. After a course of study and practice in teaching, he came to the conclusion that the proper end of school education is eloquence, or a command of a language; that the study of things belongs to a mature age. He also assumed that Latin is the language in which eloquence is to be acquired, and he went so far as to cause it to supplant the mother tongue, and punished pupils severely for using their own language. This seems to us most absurd, and it is. Why? Because it was philosophy based upon a theory, having no foundation of fact under it. But, as Mr. Quick has said, this was not the fault so much of Sturm as of the age in which he lived. It was an age of theory. But we have come out of those times into an age of experiment. Thought is different. A hundred years ago thousands believed in ghosts. Now nobody believes in them, because careful experiment has proved that nobody has ever seen them. This is taken by everybody as conclusive testimony.

Mr. Edmund Noble has studied the errors of children in pronunciation for the purpose of finding out a law, and here it is: Children give the dental and labial sounds the best. Why? Because sounds most accurately and soonest uttered are those whose formation is most obvious as a process. He assumed that "perfection of sounds depends upon the vividness of the percept, vividness of the re-percept and mastery of speech organs." Now it is a fact, as Mr. Noble shows, that the attention of the child to the teacher's mouth has a good deal to do in learning new words. The labial and dental sounds give distinct mouth movement; so the child learns them first, not alone by the ear, but by the aid of the eye. The child that has the best sight attention pronounces the most distinctly. Now this is a part of psychological study. The organs of getting knowledge are studied as facts, and great care is used in observing all their phenomena.

The modern psychologist is also a physiologist, and an anatomist. He considers the brain as the organ of the mind, not as the mind itself, and studies it in its relation to thought, just as he studies the eye, ear, nose, mouth,

and hand, in their relation to thought. The modern physiologist is the right-hand friend of the psychologist. It is not difficult to see that this method of research is fast upsetting the old forms of study. The time is not distant when the best of the scholastic mental philosophers will be shelved, useful for reference, but of no use in practical life.

The new psychology has already worked a wonderful change in the way dull and feeble-minded children are looked at. It is already discovered that many supposed "feeble" children are not so at all. The difficulty is not with their brains, but with their eyes, ears, nerves, or muscles. When these are cured they are found to be as bright as other children. It is appalling when we think of the number of children who have been spoiled because they have not been understood—not been studied; in other words, the theoretical child, not the real child, has been the object of discipline and education. The old theologians used to call children "of the devil," having in them, by nature, "evil hearts of obduracy and unbelief." The real child is now seen to be something different. He is wanting in many points, but is not naturally, by heredity, bad. We are learning that kindness begets kindness; hopefulness, hopefulness; love, love. The love of Christ constrains children, so does the love of the mother and teacher. We are learning that we can make a child about what we please, if we only commence soon enough.

These are a few differences between the old and the new psychology, as they occur to us.

FAILURE OF THE COLLEGES.

The colleges have certainly failed to supply the teachers demanded for the high and graded schools; and the reason is that graduates have possessed no pedagogical knowledge. The college graduate came forth with certain knowledge and depended on that; but more than this was needed. The normal school was founded, and gradually, in spite of opposition, graduates have made their way into places supposed to be reserved for graduates from colleges. A profound change has taken place, and is taking place. New York state, for example, that once with hesitation appropriated \$10,000 for normal school purposes, now spends \$200,000. The situations in the graded schools have passed out of the grasp of the college graduates, into the possession of the graduates of the normal schools. One of the faculty of a New York college lately remarked: "The applications to us for teachers have steadily fallen off; teaching is not the open field it once was for our graduates; other professions, however, have come up, and there is plenty of work for the good men we send out."

We do not mean the college has failed as a college; it has failed as a preparatory institution for those who

would be teachers. As the collegians have retired from the schools the teaching has improved; not because they have retired, but because better teachers have come in. But these better teachers were demanded by the people; in fact, we believe that there is a feeling abroad, which we have often voiced; namely, that our teaching is none of the best. This has not been pleasant to write, and it has met with dissent, but the increase of normal schools proves it. It may be better stated, perhaps, by saying that there is a belief in the minds of the American people that education is the mission of the Republic.

THE cut in THE JOURNAL of last week giving a view and plan of the new school building in Auburn, of which the architect is Mr. J. A. Schweinfurth, of No. 62 Devonshire street, Boston, points an important moral to school-boards—the economy of employing a tasteful and competent architect in building school-houses. It is a mistake to imagine that "anybody can plan a house." Only a thoroughly trained architect can plan a house in which for a given sum of money, there shall be an arrangement of rooms, passages, light, ventilation and so forth, that gives the best return for the investment. Such a trained artist will save more than his charges, by economy of space and wall; while the school-board employing him gains, not only by securing the most economical and serviceable interior, but also by being assured of an artistic and beautiful exterior.

THE Wisconsin Journal of Education of February thinks that its expression that grammar is a "critical instrument by which to test and judge of expressions" produced "an irritating wound" on THE SCHOOL JOURNAL. The editor of the Wisconsin Journal thinks that "the irritating power of the phrase is due to the fact that it touches the main defect of the so-called 'new education,' in the championship of which THE SCHOOL JOURNAL takes so much satisfaction. This (the new education) tends to superficial accomplishments, and fails to develop the critical faculty, upon the culture of which sound scholarship and assured progress depend."

Somehow we did not feel the lance that was supposed to cut our life short. The grammar has gone from the elementary school. The title "grammar school" is being erased. No battling by the Wisconsin Journal can return the grammar to the young hands that once held it. In the high school the "critical instrument" has its proper place, only don't let us have time wasted over it, even there. The "new education tends to superficial accomplishments," does it? Not much. That leads us to say that some teachers manufacture an ideal of the "new education," and then cry, "Horrible!" But the "new education" is so firmly settled that it seems odd to call it the "new education." It is the education of to-day.

INDUSTRIAL EDUCATION.

In 1887, the state of Pennsylvania, by law, authorized the governor to appoint a commission of five persons to report to the legislature respecting the subject of industrial education. This commission consisted of George W. Atherton, Pres't Pennsylvania State College. A. H. Fetterolf, Pres't Girard College. N. C. Schaeffer, Pres't Kutztown Normal School. George J. Luckey, Supt. of Schools, Pittsburgh. Theodore W. Bean, Norristown.

They marked out as the scope of their inquiries:

"1. To what extent in its several grades, and by what methods, industrial education is carried on outside of Pennsylvania as a branch of public education.

"2. To what extent and by what methods it is now carried on in the several grades of public schools in Pennsylvania, and the practicability of introducing or extending it in such schools, city and rural.

"3. (a) To what extent in its several grades, and by what methods, it is now carried on in private institutions in Pennsylvania, with the relation of such work to other forms of education, to public charities and reformatories, to industrial development, and to the general interests of society.

"(b) The best methods of enlarging and extending such work, having in view also the question of its more or less direct connection with existing public systems or agencies.

"4. (a) The best means and methods of establishing and maintaining it in its several grades: whether by state action, or by local action, or by both combined.

"(b) How far it can be incorporated into the present school system of Pennsylvania, and what (if any) changes of law are necessary or desirable to that end.

"5. The best methods of training suitable teachers.

"(a) Changes (if any) required for this purpose in the present system of normal schools.

"(b) Changes (if any) required to enable the normal schools to meet more fully the needs of the present public school system.

"6. As to each of the foregoing topics:

"How far the educational element should be incorporated into such training, as distinguished from the strictly trade, apprentice, or technical element."

They also proposed these three questions:

"First. To what extent and with what results such instruction has been actually established as a part of public school education in the United States and elsewhere?

"Second. Is the introduction of such instruction in the public schools of this state desirable? and,

"Third. If desirable, is it also practicable?"

They discuss the meaning of industrial education and manual training:

"Industrial education does not differ from general technical education except that the term may properly be considered applicable to the lower ranges instead of the higher; and while no line of demarcation between the two can be sharply drawn, the distinction here made may serve to indicate with sufficient accuracy the respective fields covered by each.

"Manual training in the strict sense of the term, would mean simply the training of the hand; but as currently used with reference to education, the words indicate such employment of the hand, as will, at the same time, train the eye to accuracy and the mind to attention. The scientific element, or the teaching of science pure and simple, is not necessarily involved in the expression. As, however, pure science can scarcely be taught without looking somewhat toward its applications, so manual training cannot be made an effective educational process except by constant reference to the broad foundation in the mathematical, physical, and natural sciences upon which it rests."

They say, "Industrial Education" involves both the idea of manual training with reference to its industrial applications, and the idea of educational or intellectual training which, with reference to industries, must be largely on the scientific side. Industrial education, therefore, we understand and use as meaning primarily education; education with reference to practical life, but still education; the training of the hand, the eye and the brain to work in unison; the training of the whole child in such a way that his inward powers may act effectively through fit instruments upon his external surroundings, and receive from them in turn accurate and informing impressions."

While the purpose of the commission was not to criticize the public school as it exists to-day, yet they are not afraid to speak out words of truth and soberness. Thus:

"The widespread introduction of scientific knowledge and scientific methods into all the industrial processes of the day, makes it necessary that the great mass of our children, who leave school at the age of fourteen or sixteen and under, if they are not to be launched unprepared into an unknown world, must acquire such training in the public school as will give them at least some elementary knowledge of the facts and the forces with which they will be brought face to face as soon as the doors of the school-house close behind them.

"The fact should be frankly recognized and emphasized that our better public schools have, for the last twenty-five years, been moving in this direction, and have made immense advancement; but it is still true to a far greater extent than it ought to be that their tendency is to educate boys and girls away from the ideas of practical, self-helpful, industrial life, rather than toward it."

They think something is signified by the springing up of manual training schools. They see that it signifies education:

"It is a training of the hand for the purpose of securing at the same time, and primarily, the training of the mind, through the senses of touch and perception. The hand cannot be trained to accurate methods without at the same time holding the eye to accurate observation; and hand and eye cannot be trained to accurate observation and manipulation, without at the same time exercising the mental faculties of attention, comparison, reflection, and judgment. The use of tools upon material substances

develops this entire circle of faculties; develops them in such mutual relation that each supports and is supported by the others. It is surprising to see the readiness with which children, even as young as seven or eight years, enter into the spirit of this training, and find delight in the exercise of the constructive faculty, which almost everywhere, among children, manifests itself when the opportunity is given.

"But mere work of this kind, however varied, would tend to become monotonous, and run into routine. Accordingly the manual training schools introduce into their curriculum the same educational studies as are found in other schools, and aim thus to develop the intellectual faculties not less than the physical. In the same way shop-work, when introduced as a part of the prescribed course of any public school, is not allowed to diminish the amount of attention given to other studies; and it is found that the school time, which would thus at first sight appear to be lost to other studies, is fully made up, and often more than made up, by the increased freshness, aptitude, and mental alertness which the pupil acquires from his manual exercises. The testimony of experienced observers is absolutely uniform, that boys who receive this double training are in no respect losers in their intellectual studies, by reason of the time spent in the work-shop, but are in many, if not a majority of cases, absolute gainers."

They express themselves on the point whether manual training is a sure means of obtaining the results to be desired of the public schools:

"We are persuaded that manual training in the public schools supplies a deeply felt need; that its processes have become well enough established to enable any community to enter upon it intelligently and successfully; that it involves no great expense or difficulty; that it should be introduced as rapidly as possible into every grade, beginning with kindergarten work; and that it promises the richest results to the great body of our people, physically, intellectually, and morally.

"It will not diminish the vigor and efficiency of our public schools as they now exist, but will increase both; it will not divert our children away from industrial pursuits, but direct them towards them; it will not result in the teaching of trades by the public schools, but will train the body of youth intellectually prepared to enter upon all trades; it will not interfere with the highest intellectual training of those who are designed for professional pursuits, but will give a body of common knowledge and common skill which will be of incalculable value to the students of all professions; it will not lower the standard of instruction, but will elevate it; and, apart from its influence on the schools, it will help to give dignity and efficiency to every form of useful labor."

As to manual training in rural schools, they cite the case of Sweden and France:

"Manual training is now given in nearly eight hundred schools in Sweden, and more than one hundred schools, in the city of Paris alone, have work-shops attached."

As to the means of procuring teachers they recommend the normal schools:

"A fair and liberal interpretation of the laws regulating the system of normal schools in the state, clearly authorizes and requires them to enter upon the work of preparing teachers for manual training in the public schools, whenever it shall become a part of the curriculum."

They recommend as follows:

"1. That provision be made for the introduction of manual training into each state normal school, with a prescribed course of wood work for all students, iron work for young men, and sewing and cooking for young women. The work should be accompanied, at every step, with a progressive course in drawing.

"2. That an appropriation of five thousand dollars be made to each state normal school for the establishment of the proper plant, including building, tools, equipment, etc., and a further sum of two thousand dollars annually for maintenance.

"3. That after April, 1890, no certificate or diploma be granted by a normal school to any pupil or graduate who shall not have completed at least the equivalent of a six weeks' course in wood work.

"4. That provision be made for the maintenance at present of a short summer course in wood work and iron work at the state college.

"5. That the state make a moderate annual appropriation, to such districts as shall undertake the establishment of manual training in, or in connection with, their public schools.

"6. That provision be made for the introduction of drawing as a required study in every school in the state, at the earliest possible day.

"7. That the law require every district in its subsequent erection or arrangement of buildings for school purposes, to make suitable provision for a room or rooms, to be used for the purposes of manual training.

"8. That provision be made for the grouping of rural schools, for the purposes of manual training.

"9. That a special deputy superintendent of public instruction be appointed as inspector of manual training.

"10. That manual training be introduced into the reformatory institutions provided by the state for both sexes.

"11. That the soldiers' orphan schools also have manual training, at least in wood-work for boys, and sewing and cooking for girls."

The commission report that manual training has received but little attention in the normal schools of the several states, except Maryland and Texas where (Prairie View) wood-work is taught to the young men, and cooking and sewing to the young women.

In Wisconsin, the Whitewater and Milwaukee normal schools train the pupils in the use and care of common tools and the construction of simple forms in wood. They learn to handle the hammer, saw, etc.; most of the pupils are females.

In the Salem, Mass., normal school, those that wish receive instruction in the use of carpenter's tools; fifty to sixty do this.

The commission give a list of places where industrial

or technical education is carried on. From this is compiled this list, omitting the technical, agricultural, and polytechnic schools:

		Public schools.
Dist. of Columbia	Washington	"
Connecticut	New Haven	"
Florida	Jacksonville	" (col'd.)
Illinois	Beardstown	"
	Moline	"
	Peru	"
Indiana	Indianapolis	"
Maryland	Baltimore	"
	Kent county	"
	Talbot county	"
Massachusetts	Boston	"
	Cambridge	"
	New Bedford	"
	Springfield	"
Minnesota	Minneapolis	"
	St. Paul	"
Nebraska	Omaha	"
Nevada	Carson	High school.
New Hampshire	Concord	Public schools.
	Dover	"
	Manchester	"
	Nashua	"
New Jersey	Elizabeth	"
	Hoboken	"
	Montclair	"
	Morristown	"
	Newark	"
	Orange	"
	Vineland	"
New York	Albany	High school
	Jamestown	Public schools.
	New York City	Workingmen's school
		Ind. Ed'l As'n. school
Ohio	Cleveland	Public schools.
	Toledo	"
Pennsylvania	Philadelphia	Girard College.
		Public schools.
Rhode Island	Tidoute	"
Wisconsin	Providence	"
	Tomah	"
	Sparta	"
	West Eau Claire	"
	Stoughton	"

FIVE MONTHS WITH MANUAL TRAINING.

The following is an extract from the report of a principal of a New York grammar school to the board of education:

"From day to day we were amazed at the ardor of all the pupils, and at the beauty and accuracy of the geometrical drawings, accomplished by even the youngest boys, with pins for centers of circles and with strings for radii.

"If I had needed argument or experience to make me an advocate of what is called manual training, the results obtained in this way from the very youngest pupils, the keen delight taken by them in the doing of their work, their excessive, painstaking care shown and demanded under such disadvantage—which care and engrossed attention could have sprung only from their feeling of delight in their work—the absolute freedom on the part of the teacher, during these exercises, from the necessity of 'keeping order,' all these would have opened my eyes to the value of this change of methods in teaching; for that is what this 'innovation' really is. It is not, as some misunderstand, so much an introduction of new subjects to displace subjects previously taught, as a change of method in all subjects wherein the child can be permitted to use his activity of hand and eye in the doing of work conveying educational ideas to his brain.

"If teachers who have not examined the subject closely could realize how valuable to us has been this change from a disciplinary standpoint alone; if they could see, as we do, that a large percentage of the expenditure of energy, by the teacher, now required in 'keeping order,' could be saved, and that their classes would become as eager to receive instruction, and do the work required, as the teacher is to impart it, the demand for the 'new methods' would come from every section of the city.

"As one result of my five months' experience, and a result worthy, I believe, of being emphasized, I find, after a consultation with my teachers, that I can abolish the practice of 'keeping in' after three o'clock for disciplinary purposes.

"Much of the supposed necessity for punishment of this kind arises from the use of methods which do not interest the child and against which the child's nature rebels. Why not, then, help ourselves by the use of methods to which the child takes naturally and readily, and thus avoid almost endless friction and loss of energy on the part of both teacher and pupil?

"The work I speak of above, and the spirit evinced by the pupils, were not confined to selected cases; they were general; in fact, boys with the previous reputation of being 'troublesome,' 'uneasy,' 'restless,' and 'inattentive,' showed in most instances the very best results.

"The work in 'free-hand drawing,' especially in the lower grade, has shown fully as surprising results. The readiness with which, after a few weeks, the boys of the eighth, seventh, and sixth grades rapidly sketched objects set before them, each boy representing the object correctly as seen from his own position, was almost a revelation. The 'kitchen' of the female department has furnished us with a great variety of familiar objects which we have freely used. The fact that in the younger boys of these grades we have found a much greater facility than in the older boys of higher grades, would seem to indicate great mistakes in our previous methods of teaching this subject.

"In the 'work-shop,' too, this same feature was very striking: the work done by the younger boys was, as a rule, the better. When, in time, we shall receive from the primary department promotions whose training shall have been founded upon the study of 'form,' and 'drawing,' under the same system of modeling in clay and drawing directly from the object, what additional agreeable surprises will manifest themselves, none of us can, as yet, anticipate."

THE SCHOOL ROOM.

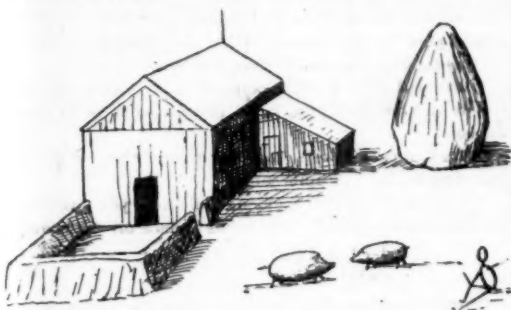
Mar. 29. DOING AND ETHICS.
April 5. LANGUAGE AND THINGS.
" 12. EARTH AND NUMBER.
" 19. SELF AND PEOPLE.

WHAT TO MODEL.

By D. R. AUGSBERG.

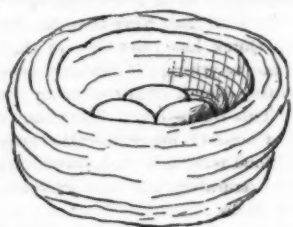
II.

The roof of the barn in illustration III. may be made first. Take a lump of putty or clay, and fashion the roof with a case knife, then the ends and sides of the barn.



The shed on the side should be made separately and then put in place. The haystack is a good illustration of a cone. The doors, windows, cracks, and markings, generally may be scratched in with a sharp stick. The pigs are merely lumps with bits of wood for the legs, and a string for the tail.

Illustrations IV and V are representations of the hemisphere. The bird's nest is modeled smoothly with the



hands, and then scratched with a stick to represent the material of which it is composed. The eggs are made separately and placed in the nest.

The Eskimo's hut is like the nest, bottom side up.

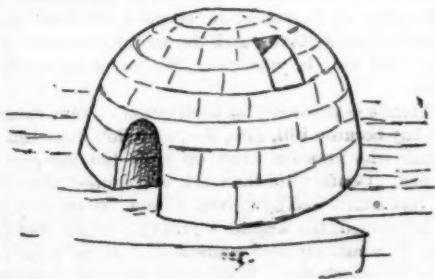
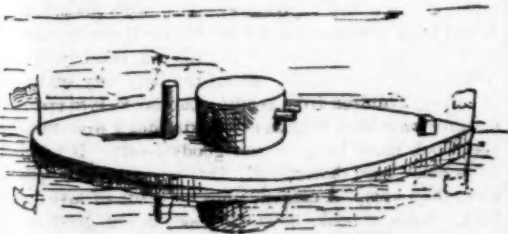


Illustration VI is a rude model of the Monitor. Prepare a bright piece of tin plate or a looking-glass that will make reflections, so as to represent water. Spread the clay or putty out flat to represent the deck of the Monitor, and with a knife carefully cut out the shape.



Make a cylinder for the turret, and put it in place, likewise for the smoke-stack. A small cube placed on the bow will do for the pilot house. Push a stick in the bow and in the stern for the flagstaff, and a bit of paper striped off with ink will do for the flags.

These are a few of the hundreds of forms all about us, to make the time spent in the modeling class the brightest of our school days.

LEARNING TO WRITE.

By N. J. DANFORTH.

In an article, entitled "Utilize the Time," published in THE SCHOOL JOURNAL of October 19, I made the following statement:

"As for learning to write, that is a mechanical process, and can be thoroughly mastered by pupils of suitable age to handle pen and ink, in thirty hours, or six school days, if those days be used for that purpose entirely. No study of any other subject must interfere, and when once accomplished, it will be done for all time."

This statement seemed at first to be extravagant; yet, upon reflection, it has so appealed to the better judgment of educators, that many have expressed a desire to know something definite regarding the *modus operandi*.

Writing, like piano playing, is performed by the use of certain muscles; if done freely and rapidly, these muscles must have that continuous and uniform drill that will lead to their AUTOMATIC ACTION, in just the right direction to produce the effect desired; and I repeat just here, that the drill should be continuous from hour to hour, and from day to day, or seven-eighths of what is gained to-day in muscle training, will be lost by the time it is resumed to-morrow. I refer to the muscles of the arm and forearm, rather than to those of the fingers. The fingers are used mainly to hold the pen in position, while the arm is used to drive it.

Pupil sits erect, and never for a moment any other way, with head bowed just enough to see well, front or right side to the desk as you choose (former preferred), both feet squarely on the floor, pen so held that both points rest equally upon the paper and he is ready for work, provided the relative height of desk and seat is correct.

It is safe to say, however, that nine-tenths of the desks at which pupils sit to write, are from two to four inches higher than they should be for the relative seat. Certainly we can remedy this, measurably, by letting the pupil sit upon anything convenient, until so elevated that when sitting perfectly erect with arm hanging at the side, the elbow would just clear the top of the desk, and then we shall find the pupil in a healthful, free, and easy working posture.

We have now reached the fourth week of the term. During the three weeks of school there has been no period set apart for writing, and yet all the pupils, seven years of age and upward, have been writing more or less in connection with the various subjects before them each day, and with no dictation as to how it should be done.

We have been talking to the children every day about the week of writing that is to come, and they in turn have been talking to their parents; and now all are eager to try the experiment. It is Monday morning, and all books and slates have been packed away for a week. A goodly quantity of first-class foolscap paper is upon the teacher's desk, and a good pen is in the hand of each pupil. Each one is then furnished with a sheet of paper which is folded from bottom to top once, thus giving a pad of four thicknesses on which to write, and we give them an exercise, first with pen-holder upside down, then with pen itself dry, and finally with good ink, such exercises being given from the blackboard as not only will involve the proper movement, but with lines that will ultimately enter into the letters that they construct.

Do not allow extravagance in paper, but covering the same lines many and many a time, we have in these eight pages, surface for hours of drill.

Will they work constantly?

By no means. From five to ten minutes at a time, with earnest and faithful application, is sufficient.

Many a drill can be given in concert, with music, or metronome, if possible; if not, with counting, or taps of the pencil, accelerating the time as much as the class will bear.

Between periods of drill, let a moment or two be used for some light calisthenic exercise, or a song, or marching, at the discretion of the teacher.

In any rightly prepared series of copy-books, will be found a graded list of movement exercises, to which the live teacher will add very largely from time to time, as needed, to fix with the pupils any special form of movement or letter. Let the class be worked, while they work, insisting, I repeat, upon no deviation from an absolutely correct position in every respect, and at the end of the week, while many of the pupils will urge to be allowed to write longer, such results will have been achieved as will be almost inconceivable to those who

practice the ordinary method of teaching children how to write.

FORM STUDY.—IX.

By LANGDON S. THOMPSON, Jersey City, N. J.

STICK LAYING AND DRAWING.

In our progress in form study we have considered the sphere, the cube, and the equilateral cylinder, as wholes, as to their surfaces, and as to their faces. This procedure logically brings us to consider their edges. The sphere has no edges; the cylinder has two circular edges that enclose a surface, and cannot well be considered apart from plane circles; hence, to complete the idea of our last lesson the circular tablet should be used for invention in the same manner as the square tablet was used. Many pleasing figures may thus be laid and drawn.

When we come to the cube, however, we find the distinction between the solid itself, its surface, its faces, its edges, and its corners, or points, well marked. By allowing the pupils to handle the cube they may be led so see where one face ends and another begins, or where two faces meet, or come together. They may be taught to call this line of meeting an *edge*. They may then be led to find other edges in objects about the room, and finally to count, and to remember the number of the edges of a cube.

For the first exercise in stick laying let each child take two straight sticks, (tooth-picks will do) or pieces of wire, one, two, or three inches in length, and arrange them in as many relative positions as possible, and then draw each arrangement on the slate or paper. The drawing may be free-hand if the teacher prefers, but as invention is the chief object, we see no objection to the use of the stick itself as a ruler. The following are some



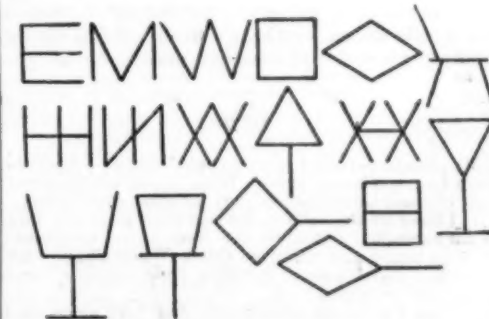
positions given as suggestions to the teacher, but not to be copied by the pupil.

This lesson furnishes an excellent opportunity for teaching the qualities and the names of the different angles; also for teaching the meaning of parallel and perpendicular.

For a future lesson let each pupil have three sticks to be arranged in as many tasteful forms as possible, and drawn on the slate or on the paper. The following are some of the forms that may be discovered by the pupils:



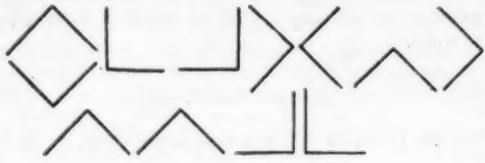
Again, give to each pupil four sticks to be arranged and drawn, as in the previous directions. The following are suggestions to the teacher:



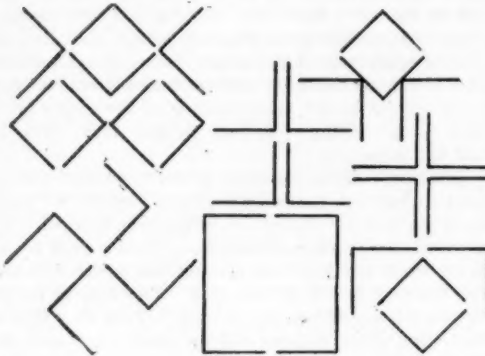
For another exercise let each pupil have five sticks to be arranged and drawn as usual. As the number of sticks increases the number of possible combinations increases much more rapidly, so that by the use of six, seven, eight or more sticks, the combinations become practically unlimited.

ANGLE LAYING AND DRAWING.

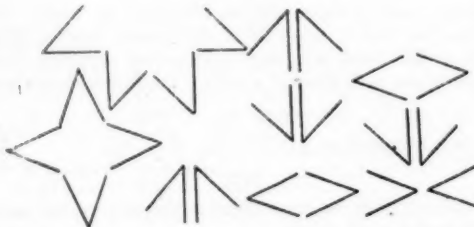
Closely connected with the preceding is what may be called *angle laying*. At first, let each pupil have two pieces of wire bent in the form of two right angles to be arranged and drawn either free-hand or by using the



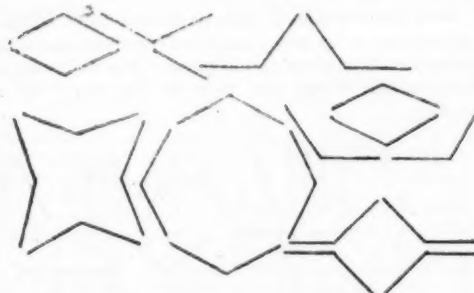
angle as a ruler. After two are taken and thus used, four, five, and six may be taken and used in the same way. Suggestions are given.



At another time let each pupil have two acute angles made of bent wires to be arranged and drawn as usual. Four may also be taken and used in the same way. The following are suggestions:



Again, give each pupil two obtuse wire angles and let him arrange and draw them as before. Let four also be taken. Suggestions for the teacher:



This work will educate the eye of the pupil to note the different forms around him.

He will be able to *invent* forms. Let him lay sticks until he has a form that pleases him; then he may call the teacher to see it. If it is approved he may draw it on paper. (Suppose it to be star-shaped, for example.) Then let him place one above and one below, then one to the right of each, making six in all. This is the way wall paper is made—by repeating pleasing forms.

WRITING.

My plan is to have a box of copies which I have cut from old copy-books. These copies are classified; only one word usually in a copy, as *man*, *child*, *putty*.

1. I have all the school exercise their pens on a large O, for example; this is to get freedom of movement. They go round and round ten times. When all are "limbered up" I give a small n with a circle around it; they go around ten times.

2. Then I go to the blackboard, and take some capital they need instruction on, as *B*, and analyze it and then go around and criticise. Then I call up several pupils to the blackboard and they try the *B*. Then we criticise their work.

3. Then I give a copy slip, as *child*. I write on the board and speak of the proportions of each letter. Then all write it freely as possible. While they write I call out, "Position." This reminds them to sit straight. "Pena." This reminds them of the correct way of holding. "A smooth, light line." This is to stop the scratching. "Don't go too slow."

4. Next pupils are called to the blackboard to write *child* five times.

5. If there is more time a word like "ball" is given to employ the capital drilled on.

R. L. S.

A LESSON IN MUSIC.

Reported by ELLA B. HALLOCK.

TEACHER.—Prof. D. P. Horton, of Brooklyn public schools.

PLACE.—Primary department in public school, Southold, N. Y.

OBJECT OF LESSON.—To teach a little song and fix in the mind the principal tones of the scale.

PREPARATION.—There was a little confusion resulting from changing seats, and Prof. Horton softly sang, "Hush my dear, lie still and slumber," etc. Every noise was hushed, and every eye was fixed upon the teacher. He sang:

"Good morning, all."

(1 3 5 8)

And the pupils responded:

"Good morning, sir."

(1 3 5 8)

The Lesson.—"I am going to tell you a little story in song. Listen carefully, for I shall ask you about it."

(Then indicating the notes used in the song by pointing with the fore-finger of the right hand, to the fingers and spaces of the left, he sang:)

"Two little birdies
One wintry day,
Began to wonder,
And then to say,
'How about breakfast
This wintry day?'"

"How many heard what I said?" "What did I sing about?" "How do you think the little birds felt?" "Why sorry?"

(Touching two little girls on the head, he sang:)

"Two little maidens
One wintry day,
Into the garden,
Wended their way,
Where the snow lay deep
On that wintry day."

"Do you think the little maidens felt sorry for the birds?" "Now let us see what they did." (Made motions as if sweeping, and sang:)

"One with a broom
Swept the snow away,
One scattered crumbs;
Then away to play,
And birdies had breakfast
That wintry day."

"Now, how do you think the birdies felt?" "And the little maidens?"

(Pupils were enthusiastic.)

"Before you sing the song, we will have a little exercise."

(Sang and wrote the scale on the board.)

8 do
7 ti
6 la
5 sol
4 fa
3 mi
2 re
1 do

"Here is our scale, you have all seen it before. Sing as I point:"

(Pupils sang, 1—8; 1—8; 1—8; 1—8.)

"Now sing with me, la-la: John-ny; pa-pa; ma-ma."

"Sing again as I point." (Pupils sang, 1—5; 1—5 etc.)

"Very good. Now again." (Pupils sang, 1—3; 1—3; etc.)

"Not so good. It is easier to go to a first cousin than to a second, and 5, you know, is first cousin to 1."

"Sing with me:

1— 2— 3
Look at me.

1— 2— 3
tra la la.

1— 2— 3
Ha, ha, ha!

1— 2— 3— 4
Look on the floor.

1— 2— 3— 4— 5
John-ny loves to drive.

5— 6— 7— 8
All sit up straight.

1— 2— 3— 4— 5— 6— 7— 8
We must not come to school so late.

8— 7— 6— 5— 4— 3— 2— 1
When school is out we'll all run home.

"Now let us sing the syllables. Are you tired? All stand. Place hands on top of head, elbows out." (Prof.

Horton marched up and down, and all sang one stanza of "Marching through Georgia.") "Now sing, do-sol— mi— do, 8— 5— 3— 1. This is good fun 8— 5— 3— 1. Let's all sit down."

(Pupils were seated and all sang the syllables of the scale with enthusiasm.)

"Read what I write on the board. (Teacher wrote rapidly.)

d-d-d | s-s-s | m-m | d-m | f-f |
r-r-r | s-s | m-r | m-f | s-s-s |
l-t | d ||

(Teacher questioned in regard to time and characters; then, tapping on the board under each note to show the time, they all read, holding the notes having a dash under, twice as long as the others.)

"All sing." (Notes were sung two or three times.)

"Now let us learn the words." (Pupils repeated in concert the words of the first stanza, particular attention being paid to expression. Then the stanza was sung. In this manner the entire song was soon learned.)

"We will give a little concert now. You sing the words and I will sing la, la." (Pupils sang with confidence.)

"Very good. I will sing the words this time, and you sing la, la." (Pupils sang.)

"It is nearly twelve o'clock, so I know you are ready for the closing piece. Read what I place on the board:"

d-r | m-d | m-f | s-s | l, s, f, | m-d |
s-s | d ||

(Pupils read and sing the notes, then the words.)

"Come to dinner,
There's the bell,
Bacon and potatoes,
That is well."

HONESTY.

Do most young children know that it is wrong to deceive? No; not until they have been taught. This is our opinion. Mr. Quick has recently said that "Education does not create anything; it can only develop and unfold the faculties which children bring with them into the world." This we believe. The young child has the *potentiality* of honesty, but it has also the potentiality of dishonesty. Blood tells, it is true, but training tells also, and it is with training, and not ancestral blood, that teachers have to do.

How shall we make all children honest? It is not possible. If teachers were perfect, and could have the care of infants from the first on to their sixth or seventh year, it could be done, but not otherwise. Teachers are not perfect, and all children do not have good surroundings. So the school is limited. It is certain that some children will grow up dishonest, on account of their environments. Change these, and the moral character of children will also be changed. So we come to our first point.

Honesty is promoted by association. John becomes a bad boy because Bill, Jim, Joe, and Bob were bad boys. A man who puts his hand on a red hot stove will get burned. Contact did the work, and contact always does it. One sinner makes another sinner. If the first sinner hadn't sinned, the second wouldn't. If sin hadn't begun, it wouldn't have continued. It is now propagated by association. If we could prevent sinners from associating with each other, and put them in good surroundings, we should go a long way towards reforming them. Honesty can be promoted by seating pupils in the school-room, choosing their room-mates, and arranging their play-mates.

From the association of good boys and girls with each other, is but a step to the association with good books. A bad book is worse than a bad boy, for it can be carried in the pocket, or put under the bed; a bad boy can be looked after more easily. About the only way we know of to keep children from reading bad books is to *create a taste for good ones*. Fight a fire by kindling a fire. But the good book must be good, not goody-goody. It will not do to make good distasteful. This was once true, much more than now. A child cannot be made to love a dry book. Such a book, however good, is not good for a child. Bad stories are usually quite interesting. The stories of "Robber Joe" or "Captain Kidd" are wonderfully fascinating, not because they are bad, but because they touch a side of the boy on which he likes to be touched. Satanic writers study boy psychology; Christian writers must do the same. A book must get down to where a child lives now, not where he is expected to live ten or fifteen years ahead. A good, honest book is a wonderfully good thing. We have many such now, and

many more are to appear. Buy them. Borrow them. Do anything but steal them.

A good story well told is an excellent thing. But it must be good. None of your old-fashioned tales, after the Hannah More style. Many of our Sunday-school books have been written on this type. Alas! What yawnings over them on Sunday afternoons! What sleepy droning, drawling! What stupidity! Let us away with them. Give the boys an honest, live story. Moody recently told a congregation of children about Mr. Zaccheus, Mrs. Zaccheus, and all the little Zaccheuses! They laughed, he laughed. Why not? Was it wrong? Why? It was in a church. Well, what of that? Was it wrong? We think not. At all events it was live. Nothing is much worse in morals than a perfunctory story, nothing much better than a good one. Mr. Moody's story had a point to it, which made its permanent mark, in the memories of his young hearers, that will remain as long as life lasts.

The best way, of all ways, to teach honesty, is to live, act, speak, and work for it. An honest man is the noblest work of God, because of what he does, not on account of what he preaches. Example tells, words do not. Practice is golden, talk leaden. Little things are noticed, even by little children, and little things tell. In fact life's greatest work is made up of little things. Little kindnesses, little helps, little politenesses, little hints—these are honest.

It is not wrong for a teacher even to confess a fault. Many assume "to know it all." Pupils know better. Nobody "knows it all." An honest confession, "I do not know," is often a confession of knowledge, for what is knowledge but a conviction of limitations? In other words, a knowing of what we do know, is over against the knowledge we do not know. All knowledge is relative. So it is that a confession of ignorance is often a proof of wisdom. Let teachers be frank and outspoken, and the pupils will be the same.

In the same line of thought we must remember that absolute honesty in recitation should be insisted upon. Pupils sometimes say, "I didn't think," when they did think, or "I know, but I cannot think," when the truth is, they do not know. They tell "fibs" about the time they have put upon their lessons, and say, "I studied hard," when they didn't study very hard. All of this small lying is to be condemned. Truth is the greatest thing man can seek, so it is the greatest thing a child can practice. The teacher asks a child, "Did you play by the way?" If the child says, "Yes, sir," there is great hope for that child, but if he prevaricates, there is no hope, until the habit of fibbing is broken up. *Absolute truthfulness is the only safe ground—the only safe ground.* Note this, teachers. It is under all success in moral teaching. Here it is: *absolute honesty, truthfulness, openness, fairness, in everything.* Cultivate this! Cherish this! Work for it! GET IT! Then you get all that is worth having, under all moral or religious instruction.

LESS THAN LYING.

It is not enough that a child be taught not to tell a lie; that is only one of the active, outward manifestations of a trait that needs to be eradicated, root and all. There are times when silence is lying; there are times when the truth, or part of it, can be told so as to give the effect of a lie. It is easier to cultivate an abhorrence of these methods of deceit, even, than to produce a hatred of direct lies. A boy in school, near a window, sees some truants pull a gate-bell, and run away. His teacher says to him, "Fred, did the bell ring?" He answers, "Yes, sir," and the teacher goes to see what is wanted. When he returns, and returns good-natured, he has a fine chance to show the meanness of a deceitful act. There was no direct lying; the bell did ring; it was quite a joke; but how much meaner than to lie, is it to deceive, and yet soothe the conscience by avoiding untruthful words.

Be a man! Don't do even your *lying* in a sneaking, underhanded way. If you must lie, do it directly and openly, and take a fair risk of losing your reputation, a fair chance of punishment and contempt. What Fred did was not only a sin, a lie; it was a mean sin, a mean lie, because he intended to defend himself by citing his words, and ignoring their effect. Children should learn to despise prevarication and deceit even more than lying; the latter follows those as a matter of course.

THE MOST POPULAR THROUGH TRAIN IN THE WORLD.—The most popular through passenger train in the world is the No. 3, on the New York Central and Hudson River Railroad. It leaves New York for the West at 6.00 P. M., daily, and consists of from twelve to sixteen magnificent Wagner Vestibule Sleeping-cars, in addition to day coaches, dining, baggage, mail, and express cars.

CURRENT TOPICS.

LIBERTY ISLAND.—It was proposed to remove the immigrant landing station from Castle Garden to Bedlow's (Liberty) island. New York and New Jersey congressmen protested strongly against it, and M. Bartholdi sent a long letter expressing his surprise that such a thing was proposed. He thinks the island should be reserved for statues of our heroes and other national memorials. What do you know of the statue of Liberty?

EARTHQUAKES.—Slight earthquake shocks have been felt in Germany and Spain. In a large district between Russia and China near the Thian Shan mountains, there have been severe shocks, and the people are all encamped in the fields, afraid to sleep in their huts. What is an earthquake?

THE CROSS OF ST. GEORGE.—The British flag has been hoisted at Chiloma, Africa, north of the confluence of the Shire and Ruo rivers. What other country also lays claim to land near the Shire?

FREEDING AFRICAN SLAVES.—The Arab masters have accepted the terms of Mr. Mackenzie, the agent of the British East Africa Company, by which nearly 3,000 runaway slaves who have settled in Fulladoyo will procure their freedom, by doing work equivalent to fifty shillings each. What white nations have been enslaved? Where did the slaves of the United States come from?

MISSISSIPPI FLOODS.—The Mississippi river rose to an unusual height and threatened to break the levees. A large part of Arkansas was under water. Great damage was done. What is a levee? What country is protected from the ocean by artificial works?

AN IMMIGRANT BILL.—A bill has been introduced to congress providing that every alien who comes to the United States shall be taxed three dollars, and that no person shall be permitted to land who is an avowed anarchist, polygamist, socialist, nihilist, or who is an idiot, a lunatic, or who has been convicted of any crime; nor any person crippled or without means of support, or who has any loathsome or contagious disease. Why does a law restricting immigration seem desirable?

CHILDREN IN FACTORIES.—The committee of the Berlin labor conference agreed to the exclusion of children under twelve from factories. Why should not young children be thus employed?

CAPTIVES IN CHAINS.—A number of European prisoners were seen recently on the way to Abomey. They were in chains, and were being cruelly treated by the escort. The French consular agent, owing to his sufferings and despairing of assistance, attempted to commit suicide.

EUROPEAN STRIKES.—Ten thousand miners in North Wales and twenty thousand Tyneside engineers joined the strikers. The wages of the Nottingham miners were advanced five per cent. The masters decided to advance the wages of miners in Yorkshire, Staffordshire, Derbyshire, and Leicestershire five per cent. The employers in Brunswick conceded the men a small advance. What is the usual effect of strikes?

A VETERAN'S DEATH.—Gen. Robert C. Schenck died at Washington March 23. In the war he took part in Bull Run, Petersburg, Cross Keys, Gettysburg, and other battles. Before the war he was minister to several South American states and after the war served several terms in congress and as minister to Great Britain. Describe the first Bull Run battle.

AN ANTI-TRUST BILL.—Mr. Sherman's anti-trust bill was discussed in the United States senate. Its enemies say that it could be used to suppress the Farmers' Alliance and the Knights of Labor. What is a trust? For what purpose was the Knights of Labor formed?

PRINCE BISMARCK.—The chancellor of the German empire has resigned, and General Von Caprivi has been appointed his successor. Caprivi is a military man rather than a statesman, and the new emperor seems to intend to fill Bismarck's shoes himself. Tell what you know of Bismarck. Of the wars with France and Austria. What relation does Prussia bear to Germany?

IMPROVING BREMEN'S HARBOR.—Fifteen million marks will be spent in widening the harbor and building a deeper lock. How much is a mark? Mention some of the best harbors in the world.

A NEW COMET.—Prof. Brooks, director of Smith observatory, verified his discovery of a new comet in the eastern sky. Its position was: Right ascension, 21 hours 10 minutes; declination north, 7 degrees 15 minutes, with a slow motion northward. It is a bright telescopic object, with a tail, and is the first comet of the year. What is a telescopic object?

THE TARIFF BILL.

A new tariff bill, prepared by the Republican leaders, has been made ready for action in Congress. By it the present taxation would be reduced by about \$60,000,000. This is secured mainly by cutting down, by fifty per cent, the tax on imported sugar, and by placing certain unimportant articles on the free list; but about \$18,000,000 of the reduction is from decreased taxation on tobacco, on alcohol used in the arts, and upon vendors of tobacco and alcohol of all kinds.

The bill, besides reducing these taxes, imposes others that have not heretofore been laid. These are mainly upon raw materials. Thus hides are to be taxed 1½ cents a pound, equal to about 35 per cent ad valorem. This is meant to suit the cattle raisers, but it of course does not suit the shoe manufacturers, who want to get their leather as cheaply as possible, so as to compete with foreigners. Then certain lead-ores that now come in free are taxed; and so are a good many farm products.

Tariff taxation is sure to please some people and displease others; and in the long run the people who have the most votes will, if they understand what they want, get what they want; but each different interest is so clamorous for the particular tax that it thinks of use to it, that to frame a bill is not an easy task. One queer thing is that the consumers, that is, a majority of the people, never take the trouble to go to Washington to urge their interests in having the necessities of life made as cheap as possible.

There is one feature of the tariff that every teacher in the land ought to say something about, on Arbor day: the duty on lumber. As long as this remains, there will be an increased tendency to cut down our forests, instead of letting Canada cut down hers; and the cutting down of forests, except very gradually and for the purpose of making farms, is very injurious to the country that thus parts with its trees. The planting of trees on Arbor day is of comparatively little use as long as Congress puts a premium on cutting them down again. The country, if it can, ought to buy its lumber elsewhere, and leave its own trees standing; but it won't do this as long as there is an import tax on foreign lumber.

TALKS WITH PUPILS.

ARE OTHER PLANETS INHABITED?

An Italian astronomer, Schiaparelli by name, has been making some discoveries that are exciting the stargazers all over the world, for they seem to show that there is at least a possibility of life on some of the planets.

He has been pointing his telescope at Mars and Mercury. On the surface of Mars he has discovered some incomprehensible lines that look like canals, thousands of miles in length, and running at right angles to each other in different directions. These lines seem to have grown in length since he first saw them, and, as their regularity seems to show that they are not accidental, some people think that the "inhabitants of Mars" are engaged in the construction of enormous highways. But this is the merest surmise, and has no importance as yet. Perhaps later we shall find out what these lines are.

Mercury, which is the smallest of the planets, and the one nearest the sun, has never been thought of very much in connection with animal life. Being only a little more than one-third as far from the sun as the earth is, it was supposed that the heat of the planet must be too great for any such life, at least, as we know here. And this would be true, if Mercury revolves upon its axis as the earth does, presenting its different sides to the sun's rays alternately, and making "day" and "night." Some planets revolve thus, and some do not. The moon, which is a "planet" to the earth just as the earth is to the sun, does not revolve at all. We never see the "other side" of the moon; it always faces us in one way, though sometimes the whole of its face is illumined, and sometimes only a part of it. At "new moon" the sun is shining on the back of the moon; its face is dark, but is still facing us.

Now Schiaparelli thinks that he has discovered proof that Mercury always faces the sun in this way: one side always light and hot, the other side always dark and cold. If this is true, of course the hot side is too hot for any life like ours, it is so near the sun, and so perpetually exposed to the sun's rays; and the cold side must be a great deal colder than our poles, because the sun never gets at it at all.

But there must be, too, a strip of Mercury's surface, between the hot and light side, and the cold and dark side, that is in a perpetual state of twilight; where the sun's rays strike so obliquely (as they do at sunset on the earth) that they do not get up such a tremendous heat after all. So that, if Mercury has an atmosphere (and it is quite certain that it has) this belt of twilight may be a very respectable sort of place for some kinds of plants and animals to live in. It is made still more so by a slight oscillation, so to speak, of the planet, whereby the exact line between light and darkness is moved east and west twice, in the course of a year, several hundred miles. The territory lying between the extremes of this movement, along the "two edges" of the planet, must be Mercury's temperate—and perhaps habitable—zone. Now who will invent a telephone to ring up the people that live there?

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

THE SOUTH'S PROGRESS.

Mr. Morrison's letter in the last SCHOOL JOURNAL contains much that is cheering. The South Carolina towns at present are doing as well, educationally, as those of any other Southern state, and possibly better. Seventeen towns are mentioned by him, wherein a special local tax for schools is levied; but there are probably hundreds of school districts that have no local tax, and therefore have nothing to depend upon save the appropriations from the state, which run the schools for three or four months. (See report of the United States commissioner of education, for 1887-'88, page 80, table 12.) Now the strength of the public schools in the North is in the willingness of the people to submit to local district taxation, and to lay it on heavily when necessary; there are cases, for example, where five per cent. is levied. But this is the exception rather than the rule in the South.

While progress is being made, yet, comparing the enrollment of pupils in the public schools of the South with the total expenditure year by year for the past five or ten years, the increase in the latter is too small. The population is growing every year fully as rapidly as the school fund; but the increase in the school fund should be greater than the increase in population.

Supt. E. C. Branson, of Athens, Ga., says in the *Georgia Teacher*: "I see that the county alliances in North Carolina are calling upon one another to demand that the legislature abolish the public schools of the state. They are disgusted with the kind of thing they now have in that line. . . . The public schools are no better in this state than in North Carolina or Tennessee—not so good, in fact. And the nose of the intelligent, respectable man in Georgia tilts celestially at the bare mention of the kind of public schools that afflict our country districts. The farmers are the very men of all men to head the riot against these malodorous nothings having local habitation and the name of free schools in Georgia." The causes of this condition of things are well stated in Painter's "History of Education," pp. 308-313. The foundation trouble is the sentiment of the people at the South regarding free schools.

North Carolina.

R. S. S.

LAYING AND LYING.

Would it be correct to say, "The hen sits on eggs?" or, "The hen sets for the purpose of hatching chickens?" Please distinguish *sit* and *set*; also *lay* and *lie*. F. M. H.

"The hen sets" is correct; "the hen sits" is incorrect; unless you mean, not that the hen is performing her natural duties, but that she is in a sitting position. In the latter sense of course you can say that a hen, or a cow, or an elephant, *sits*; but the correct word in regard to a hen's usual occupation is *set*. Hens *set*, men *sit*; hens *lay*, men *lie*. In the latter case much confusion results from the similarity of different verbs and the mixture of their tenses. The following forms are correct; how often do you meet anyone who always uses them all correctly?

A hen lays an egg.

A hen laid an egg.

A hen has laid an egg.

These are from the transitive verb *to lay*.

A man lays his book on the table.

A man laid his book on the table.

A man has laid his book on the table.

These are from another transitive verb *to lay*.

A man lies on the bed.

A man lay on the bed.

A man has lain on the bed.

These are from the intransitive verb *to lie*. (NEVER say that a man lays on the bed, or laid on the bed, or has laid on the bed, or is laying on the bed.)

A man lies.

A man lied.

A man has lied.

These are from another intransitive verb *to lie*.

Remember that *to lie* is intransitive, *to lay* transitive; *to lay* is followed by a direct object, *to lie* NEVER IS. All this is confusing, of course, but if you can use this dozen of forms correctly and without hesitation, the educated people you meet will look up to you and feel more sure of your culture than if you recited Plato, Virgil, and Shakespeare all at once.

BOLIVIA.

What caused Bolivia to lose its sea coast?
Douglas, Mich.

S. C. T.

Bolivia and Peru were allies in the war against Chili, 1879-83. Chili had always claimed a part of Bolivia's Pacific territories, and at the conclusion of the war, in which the Chilians were completely victorious, the entire coast possessions were ceded from Bolivia to Chili. They are not of great importance, the desert of Atacama occupying the larger part; and in the eyes of the political scientists the change is a correct one, Bolivia's natural outlet

being the Atlantic (by way of the rivers), while Chili's is the Pacific. Geographically, therefore, the Pacific coast is more naturally Chili's than Bolivia's, as it is separated from the latter country by difficult mountain ranges. In the great plan of history the petty wars seem gradually to be producing, as nations on the world's map, geographic and ethnic unities.

TENNYSON'S LATEST POEM.

Can you reprint Tennyson's last poem? I am told that it is one of the most beautiful he has written. Tucson, Arizona. A. L. G.

We presume you mean this, but its beauty leads us to hope that it is by no means the laureate's last poem. On the contrary, we hope that he will live to write more, of the same grand and perfect simplicity. We consider it quite equal to the best work of Tennyson's younger days.

CROSSING THE BAR.

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar
When I put out to sea.

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;

For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have cross'd the bar.

DICTIONARIES—SENATORS.

1. Please state what dictionary you consider the standard for pronunciation.
2. Will a new apportionment be made by Congress for senators after the present census is taken? Evans, Colo. A. R. LITTLE.

1. We have several dictionaries on our tables and use them all—Webster's, Worcester's, and the Century. They vary in the pronunciation of but a few words; but different people have different ideas of pronunciation. Many years ago Worcester's and Webster's dictionaries varied considerably; as they have been revised, they now differ but little.

2. Senators are never "apportioned." Each state has two and only two, and there is no known method by which any state could have more than two, or could be deprived of the right to have two. The number of congressmen, however, varies after each census. Do please, A. E. L., buy, beg, or borrow, a copy of the Constitution and read it. It is a most interesting and valuable document.

ADVICE.—Please tell me what to do and how to do it. I wish to advance.

1. I do not know anything about drawing or music. 2. I have taught twenty years in ungraded schools. 3. I have taken the first uniform examination. Is it worth while to try for the state certificate? If so, tell me what branches to take first. I cannot take them all, because I am teaching low grades, and it will be hard to prepare for that examination. J. B. A.

We say, if you have health, undertake the state examination. Begin with arithmetic, geography, and history, this year. Begin at once, to-day, with drawing and music. You will need the aid of some teacher; if possible join a class or club. Besides you should study the advanced methods in pedagogy, so you will be fitted for a better paying place. Be sure to plan for advancement.

VARIOUS MATTERS.—1. Is the sun north or south of the equator?
2. Which pole is now in utter darkness?
3. How would you use intellectual arithmetic in district schools?
4. When is the word "awful" proper? SUNSHINE.

1. The sun crossed the equator, going south, Sep. 21; it has come back to the equator, and crossed it March 21.

2. The north pole is in darkness from Sep. 21 to March 21—but it is not in "utter darkness" all that time.

3. Just as in any school; give every class a training in intellectual arithmetic; if you can form a class.

4. If the school-house should be struck by lightning while all were there you would rightly say it was an awful occurrence.

AN ERROR CORRECTED.—In a recent issue you state that in no place does a calendar month constitute a scholastic month. In Wyoming, a teacher is required to teach from date to date, making more than 90 days in some months. Laramie. WESTERNER.

MICROBE.—How is microbe pronounced? I do not find it in the dictionaries, but presume it is in the latest editions. F. M. H.

It is in two syllables, with the accent on the first; the *i* and the *o* are both long.

NO WONDER IT IS POPULAR.—The appointments of the famous New York and Chicago Vestibule Limited, via the New York Central & Hudson River Railroad, correspond in elegance and luxury with those of a first-class family hotel.

The convenience of arriving at Grand Central Station, largest and finest passenger station in America, and the only one in the city of New York, is another advantage enjoyed exclusively by patrons of the New York Central.

This great four-track trunk line is unsurpassed for safety, comfort, and the speed of its splendid trains.

EDUCATIONAL NOTES.

THE state normal school of Alabama, at Troy, has had a very prosperous school year. The total enrollment will be over seven hundred. There are to be two state normal institutes or summer schools of methods, a month long, at Troy and at Florence, the former to be conducted by Edwin R. Eldridge, LL.D., and the other by Prof. J. K. Powers, at Florence. There will be besides several district institutes a week long. The principles and methods of the "new education" will be ably expounded in these. The need of more funds to aid the growth of the school system is now felt. The teachers feel anxious that the "Blair bill" should pass. The constitution of Alabama will not permit local taxation for schools. Now only \$500,000 is appropriated, but it will require fully four million dollars to give the white and the black children in the state in separate schools the advantages now enjoyed by the children of Ohio, Illinois, or Iowa. The burden of educating the blacks is too great for the white people alone. They are working away at it, but the task is Herculean.

It seems to be settled that more physical training must be given in our public schools. "No time!" shouts back the man in the school-room; "my program is full now." So they shouted out "no time" when manual training was proposed, but manual training is making its way, and it is quite amusing to hear the reports: "They seem to learn just as much of really useful studies as before." The meeting at Boston was one of the steps of a great movement. From it will result in the years to come a series of experiments in physical training that will eventuate into a settled course. We believe this movement to be an outgrowth of the study of manual training. Manual training considers the entire body of the human being in his total relation to the earth.

No book on education has been more popular than "Educational Reformers," by R. H. Quick. A new and greatly improved edition has been got ready by E. L. Kellogg & Co., that has features of great importance. There are topical headings, a chronological table, and a new index; there is besides an almost entirely new chapter on Froebel and the kindergarten. The price of this elegant edition is \$1.00.

Is it a fact that a large proportion of our prison population are educated? It is stated that, in the Northern states east of Ohio, illiteracy is 5.3, criminal and insane, 1 in 227; but that in states where there is much illiteracy, the insane and criminal number 1 in 402. According to this there is less likelihood in the illiterate states of crime and insanity than in New England and New York. Now every sound-headed man believes that education tends to do away with crime and insanity. These figures have their explanation; we leave our readers to give it.

THE Northern Indiana Teachers' Association's meeting will be held at Columbia City, April 3, 4, and 5. A good question is set for discussion the second day: "How to secure Teaching of Subject instead of Text-books." The same afternoon "Head and Hand" is the topic, while on the third day industrial drawing will be considered. There are other papers to be read, but these show that the Indiana teachers are alive to the movements of the hour.

THE Southern Indiana Teachers' Association held its meeting at Aurora, March 26, 27, and 28. Among the subjects for discussion we note "Development in the Recitation," "The Superstition of Method," and "The Educational Value of Diplomas."

THE directors of the National Association should arrange for an excursion to Wyoming, if what the Chicago Tribune says is true.

Lots of women from the East have gone to Wyoming within the last few years, yet the demand is far greater than the supply. There are hundreds of young girls working like slaves for a mere pittance in Chicago, who could go to Wyoming, get a school there, and decide on a husband. They would not have to look for them. The school-room is the greatest avenue to matrimony in the West. Two-thirds of the wives of Wyoming's wealthy men were once schoolma'ams. If this keeps on they won't have any schools.

A year ago a young woman was advised to go to Wyoming. She got a school about fifty miles north of

Cheyenne, and began work during September. In December she married a wealthy cattle owner. Before her marriage she turned over her school to another young woman from Chicago. She, too, married in the spring. Then the trustees employed an old maid who had seen about sixty summers; but she was there only two months. She didn't get married, but the bachelor ranchmen who supported the school, would not pay a cent until she was removed; they wanted a young and pretty one. The next teacher, an Omaha girl, married one of the school trustees.

ONE day a teacher received a telegram. A pupil asked her, "Who sent it?" The teacher answered, "My father sent it, who is many miles away." The pupil said, "How funny your father writes!" Who was at fault—the teacher, the pupil, the parents, or no one? At all events it was not long before this teacher constructed a miniature telegraphing apparatus. As this was in Connecticut one child played that he was in Hartford, and the other in New Haven, and they clicked forward and backward to each other. It was not many days before all the pupils of this school understood the telegraph better than some of their parents.

THE contest between Principal A. Hall Burdick, and the mayor of Long Island City, has been transferred to the court of Judge Draper at Albany. Mr. Burdick complains that the action of the school commissioners was illegal, as he had been hired for a specified time, which had not expired. In reply to this the commissioners answer that the rules and regulations of the board were made for themselves, and not for the teachers, and that they have the right to dismiss a teacher at any time they see fit. It seems to us that no board has any right to dismiss any teacher without cause. It is unjust to do so in this case. No cause was given for Mr. Burdick's removal.

QUESTIONS concerning labor are passing out of the rude and crude stage of "strikes" into the higher one of argument. The "strike" period represents the "stone age" of history; after thinking, the workman sees that he needs brains; he sees no enduring advance can be made unless founded on underlying principles. The Swiss propose a conference to consider these points:

1. In what degree, if at all, should the state restrict Sunday work?
2. What is the minimum age below which the employment of children in factories should be prohibited?
3. What should be fixed as a minimum day's work for workmen or women under full age?
4. Should the hours of compulsory attendance at school, which are now required by law, be counted as part of a day's work for juvenile workers?
5. Should the maximum length of a day's work for juveniles vary according to the ages, and during what hours should the working time be fixed?
6. What restrictions are necessary in the employment of women and children in unhealthy and dangerous occupations?
7. Should the state permit the employment of women and children in occupations carried on at night time?

It seems that Supt. James C. Black was unjustly treated by the school board of Logansport, Ind., and that the *Indiana School Journal* exposed it. Thereupon an order was issued by the school board, forbidding (in effect) the teachers to take the *Indiana School Journal*. But in the order they do not give the real reasons. Now, we are glad to see the Logansport board of education squirm, for their treatment of Mr. Black was outrageous. Will the order work? We do not believe it. The teachers of this country are gradually getting their heads out from under the yoke:

In the *Glens Falls Messenger* is the report of an address before the lyceum, by Mr. Sherman Williams, on "State Education." He takes the ground that there should be none but public schools. To this we dissent. The public creates schools to furnish educational facilities for the people in general. But if there are people who prefer to furnish these facilities for themselves, why should they not?

THE school-board of Flushing, N. Y., has created and filled the office of registrar. The incumbent is not a teacher; her duty is to relieve the teachers of as much clerical labor as it is possible for them to turn over to her. She records the attendance of pupils, makes out their monthly reports, calculates the averages, makes all required reports to the superintendent, rules paper that the teachers need for various purposes, and in fact relieves the teachers entirely of the burden of routine work.

COL. A. MINER GRISWOLD, editor of the *Texas Siftings*, is giving an exhibition of over a hundred pictures and cartoons at Hardman Hall, illustrating a trip to Europe. The pictures are well selected, but the humorous remarks of the editor are much more so. He has a quip at every turn.

THE teacher as a man of business fails so often that it has attracted considerable comment. A common reason given is that he does a work that requires the exercise of no great degree of judgment. A better reason is that he does his work without the use of the great judgment it requires. Certainly such men as Arnold, Thring, Page, and many more, were men of great mental endowments. In the school-room they were great; they were great because they performed their work by the exercise of the greater powers of mind and not by the smaller ones of reiteration and of rut-running.

To hear the same lessons in the same way, day after day, has a tendency to reduce the mental powers; it certainly will not expand them. Teaching is a work that will make man greater and not smaller. Teaching will fit the mind to cope with the great questions the world has before it. Lesson-hearing is another thing; it tends to stupefy the mind. The lesson-hearer soon gets into the condition of the car-horse; he harnesses himself to the apparatus he calls his school, the bell jingles, and off he goes; the bell jingles and he stops. Such a man, if put into business, finds the world does not run in a groove. Every day needs the application of judgment; to-day requires more than yesterday.

So that we think that genuine thinking develops a man's character and ability, and that a real teacher will succeed in almost any business.

THE managers of the Texas summer normal school have secured the services of Col. Francis W. Parker, for the entire period of the session. The announcement that Col. Parker is to spend the month of July in Galveston, is the most important and gratifying piece of news placed before the teachers of Texas for a good while.

WE find an excellent educational department in the *Owatonna (Minn.) Journal*, under the editorship of E. G. Adams, county superintendent, and G. F. Kenaston, superintendent city schools. March 21 Mr. Kenaston gave some very excellent "Golden Rules for Teacher and Student."

THE twenty-fifth anniversary of the Southwestern normal school at California, Pa., takes place April 11. The principal, Prof. Theo. B. Noes, is doing an extraordinary work there. By his exertions the school has climbed out of the "academic stage" in which so many are hopelessly stuck, and has been made a school of pedagogy. It is hereafter to be known as the "Southwestern Normal College."

A NORMAL school principal writes us as follows: "I use the notes of the month of April, found in THE JOURNAL, by assigning Oliver Goldsmith to one student, Lew Wallace to another, etc. They have two minutes each. It is a most valuable exercise."

A LADY takes exception to our view that "man is the natural teacher." Now we do not mean to say that woman is not the natural infant "trainer." But when it comes to what we call teaching, the history of the world indicates that man has been the influence to arouse his brother man. We would not put a man in a kindergarten, but from the primary school up a man is the ablest to teach. Women learn how to do the world's work; they learn it from men. And we do not say that they do not learn to do it well, but we say that the originators of ideas and theories concerning teaching have been men, and the expounders of them have been men.

This is not meant to depreciate woman's work or woman's position or sphere, or to hoist man up above his deserts; it is the record of history that we are giving. If we were asked for a good primary school teacher we should select a woman. And we know of many female teachers of advanced schools that are persons of remarkable ability.

COUNTY Superintendent Bras, of Davison county, South Dakota, a capital man, says, "I am much impressed with the March number of THE TEACHERS' INSTITUTE. The 'Arbor Day' in it is so nice, I will depend on that."

MR. S. W. BLACK, superintendent Chanute, Kansas, says: "The supplement to JOURNAL, of February 23,

is exactly what I want; give us more just like it. THE JOURNAL is the best of five educational papers which I take."

AT THE UNIVERSITY SCHOOL OF PEDAGOGY,—last week, the discussion over Compayre's "History of Education" was spirited. "What is history?" elicited the most discussion. The lecture on "Realism in Modern History" traced the rise of recent inventions, the revival of classical learning, and John Sturm's influence in modern school work. Dr. Cook's lecture on "Co-ordination" was full of bright points, striking illustrations, and telling arguments. What he says and writes is certain to be practical and bright. The discussion of "Spencer's Education" was lively. This week the Quiz, at 10 A. M., will be upon Laurie's "Rise of Universities." The subject of the lecture at 11, will be "Educational Naturalists," with remarks on "Chivalry and Feudalism." Dr. Shimer will discuss "Applied Psychology." At 12 o'clock the subject will be "Marks of a Good Method." At one o'clock at the Quiz will be discussed "Rosmini's Method in Education." The day will be a busy one. The class is hard at work getting ready for the examination, in May, for degrees. Visitors are welcome.

EDUCATION IN EUROPE.

ZURICH.

Most European cities are well provided with schools, both higher and lower, public as well as private. Take Zurich as an example. First, comes the *Volksschule*, or the National School. This includes first, the primary school, attendance to which is obligatory and free. Children from the age of six to twelve are admitted. Second, the secondary school, attendance to which is optional and free. Children from the age of twelve to fifteen are admitted.

The *Mittelschule*, or Gymnasium, follows the primary school, and is preparatory to the University. Its course of study is six and a half years. The industrial school follows the secondary school and is preparatory to the polytechnic school. The university admits only those students who have passed their eighteenth year and have gone through the necessary preparatory courses. The polytechnic school comprises within itself, schools of architecture, engineering, technical mechanics, chemistry, agriculture, seminary for teachers in mathematics and natural sciences, and a general philosophical and politico-economical department. In addition to these schools, there is in the city a normal school for women teachers, a veterinary school, an agricultural school, an artistic school of trade, a school of music, a school for silk weaving, a school for kindergartners, a school of trades and handicrafts, mercantile and language classes, and a blind, and deaf and dumb institute. Certainly, Zurich is well provided with facilities for getting a good education.

VARIOUS NOTES.

The normal schools in Saxony, which has about the same area and population as Massachusetts, have this year about twenty-five hundred pupils.

In eastern Prussia teachers are preferred in the appointment of meat inspectors. They receive a regular course of instruction, and act as meat inspectors after school hours.

The minister of education, Dr. von Gossler, consistently extends the state's influence upon the public school system in opposition to city authorities. The system becomes more and more centralized.

Princess Louise, a sister of the present empress of Germany, has arranged tea evenings for factory girls in Itzehoe, on Tuesdays of every week, and they spend the time in playing games, listening to readings, and doing female hand-work. The expenses are defrayed by the Princess.

The Norway legislature has been investigating the teaching in the classical school, and it declares that the methods employed are those of the middle ages. The drift of the discussion was that a change must be made.

NORMAL and college graduates are wanted for good paying positions in every state from New York to Colorado. Teachers who are good in discipline, and who are able to teach music and drawing in the class-room, should write at once a good letter about themselves to the manager of the NEW YORK EDUCATIONAL BUREAU, stating preparation, experience, success, present salary, and grade of work. Such a letter will bring a definite reply. Many calls for good teachers are coming in daily. Will it not pay you to write? Address all letters to H. S. Kellogg, Manager, 35 Clinton Place, N. Y.

Scrofula and all humors are cured by Hood's Sarsaparilla, the great blood purifier.

BOOK DEPARTMENT.

NEW BOOKS.

ESSAYS ON EDUCATIONAL REFORMERS. By Robert Herbert Quick, M. A. A New Edition, With Topical Headings, a Chronological Table, and Other Aids to Systematic Study in Normal Schools and Reading Circles. 16mo. Cloth. 336 pp. New York and Chicago: E. L. Kellogg & Co., 1890. \$1.00.

The present edition of this very valuable work, presents it in a neat and tasteful dress, with an arrangement of sub-headings, a table, and a chapter upon Froebel, that materially add to its value to teachers. Mr. Quick's book is one that every teacher would benefit by reading; as a lawyer makes himself familiar with the lives and works of Blackstone and Kent, so will a teacher profit from such a knowledge of Rousseau, of Pestalozzi, of Spencer, of Froebel. The present work introduces the reader in a manner at once attractive and scientific, to these masters and to many others, amongst them Ascham, Montagne, Ratich, Milton, Comenius, Locke, Basedow, and Jacotot. A general view of each of these is presented, together with such extracts or epitomes from their best work as will give their most valuable words to the teachers of today. These, however, are fortunately instinct with Mr. Quick's own spirit, than which no more advanced or trustworthy educational guide can be supplied. Thus there is a scholarly discussion of the educational precepts of each of these great reformers, criticising, emphasizing, or applauding their work in the light of the best modern thought. In the chapter upon Pestalozzi, for example, we have a brief but sufficiently complete account of his life, his early efforts, his education, even his courtship; the difficulties he met and the reverses, his temporary success, his death amidst apparent failure, and the final triumph that has crowned, and is crowning, his teachings. Then follows an analytic reproduction of Pestalozzi's ideas, his beliefs, theories, and teaching. In this way the reader becomes familiar, both with the educational thoughts of the world, and with the men that uttered them.

HOW TO CONDUCT THE RECITATION, and the principles underlying methods of teaching in classes. By Charles McMurry, Ph.D., professor of educational methods and practice in the state normal school, Winona, Minnesota. 16mo. paper, 34 pp. 15 cents. Teachers' Manuals, No. 13. New York and Chicago: E. L. Kellogg & Co.

The title of this little hand-book is of itself sufficient to show that, to the teacher, it should be of real utility. It treats of methods, and also of the foundations of methods, the reasons and basic facts upon which correct school-room methods are built. First, are considered the elements of a good recitation: facts, mental digestion, observation, and apperception; then advice is given—the reader told how to excite interest, compare, arouse self-activity, and develop will-power. In teaching a lesson properly, there are several stages, preparation, presentation, elaboration, comparison, generalization, and practical application. This is the analytic manner of stating what many good teachers do unconsciously; here it is explained and illustrated in such manner as to make it simple to all. The methods are those of the Herbart school of German pedagogists, and an important practical extract from one of its leaders, detailing the lesson-steps, closes the volume. Prof. Rein thus sums up his views: "In the work of instruction each methodical unity should be carried through the following steps: 1. It should introduce the new lesson by means of a preparatory discussion; 2. Present the new lesson; 3. Compare the new in its parts with old ideas and their combination; 4. Draw out the general results of this comparison, and arrange them in systematic form; 5. Convert the knowledge acquired into use." It is the first and last of these that are forgotten too often by teachers; make the mind ready for knowledge; make knowledge ready for use.

THE TRADE OF AUTHORSHIP. By Wolstan Dixey. 16mo. Cloth. 128 pp. Brooklyn: Published by the Author at 73 Henry street. \$1.00.

In reading this little book by the former literary editor of THE SCHOOL JOURNAL, the present literary editor of THE SCHOOL JOURNAL feels two distinct sentiments overpowering any others that may arise—overpowering even the amusement and delight caused by Mr. Dixey's brilliant and witty manner. These sentiments are—Would that this book were in the hands of the producers of all the copy I examine! and Would that it had been in mine ten years ago! A discussion has arisen, recently, as to the merit of "schools of journalism;" and the journalists are much divided as to whether journalism can be "taught," in the ordinary sense of the word. One disputant avers that a man might spend years in a newspaper office without ever finding out what is meant by the expression "a stickful of stuff;" and that a University Professor can tell him what it means in five seconds. This statement, of course, is jeered at by those on the other side of the argument, who declare that if a professor defines "stickful" the pupil will forget the definition, while if the grand muck-muck in the inner office calls for a "stickful in a hurry" his meaning will be impressed indelibly upon the mind of the would-be journalist. The discussion is fruitless; but it must be said that if the professors can be supplied with text-books as good as this, they are sure at least to have attentive classes. It is a book from which every writer can derive profit; and it is also a book from which every reader will derive pleasure—pleasure in the reading, and pleasure in great degree afterwards, in feeling a more intimate knowledge of the affairs of journals, a more friendly acquaintance with the magazine or the daily that will be examined more intelligently by reason of the hints as to its inner life, such as are here found.

ON THE ARTIFICIAL PRODUCTION OF STUPIDITY IN SCHOOLS; showing that school exercises may be perverted and injure the child. By R. Brudenell Carter, F.R.S. 16mo. Paper, 50 pp. 15 cents. Teachers' Manuals, No. 14. New York and Chicago: E. L. Kellogg & Co. 1890.

This celebrated paper, one of the most trenchant essays upon the question of education that has ever appeared, was first printed in England in 1859. It has long been practically out of print, and the frequency with which educational writers refer to it has rendered a new edition essential. This is now issued through the politeness of the Rev. R. H. Quick and the courtesy of Mr. Carter, who sends to its publication for the first time in America. work opens with a discussion of stupidity in general

that should put even the stupidest reader in good humor with the writer; then, after showing how other things may be cultivated such as strength, valor, honesty, the author turns to the cultivation of stupidity. He is convinced that a very large proportion of the stupidity now existing in the world is the direct result of influences, educational and social, that operate to the prejudice of the growing brain." It is manifest that the education of a child may be conducted in the direction, and to the extent, in which it is possible to educate a horse, a dog, or an elephant, without necessarily trenching upon, or at all arousing, any faculty that is distinctly human in its nature." The ways in which this is done, are shown and explained with a manner and detail that seem most amusing, until we feel their terrible solemnity. The production of stupidity is going on everywhere; and teachers should read Mr. Carter's little essay upon it. Very few but need to be curbed in their work, very few but are not producing some stupidity; the less the better, and this pamphlet will help them to make it less.

THE SWEDISH SYSTEM OF EDUCATIONAL GYMNASICS. By Baron Nils Posse. Boston: Lee & Shepard. 8vo. 280 pp. \$2.00.

Swedish gymnastics (the system developed upon the foundations laid by P. H. Ling, having for its object, primarily, the production of healthy bodies for young people, and secondarily, the restoration of health when sacrificed by neglect of proper precautions by young or old) have never, hitherto, been set before English readers in any form sufficiently comprehensive to make their application possible by individual effort. Classes, to be sure, have been organized in some cities under competent instructors; but a book has been needed such as that now on our table. Of necessity, if it is to be of real service, it must be an elaborate book, elaborately illustrated; and we are glad that the work of its preparation has fallen in competent hands. The two-hundred-and-forty-one cuts that accompany Baron Posse's description of the successive steps in this system of development, only make clearer what is remarkably clear in the text. We should imagine that they show ways of exercising easily and efficaciously every muscle of importance in the entire body; and thus alone is a completely strong and healthy body to be acquired. Much praise must be awarded the press work and form of the book.

A SHORT COURSE IN BUSINESS SHORTHAND. By D. P. Lindsley. Chicago: D. Kimball; Boston: Otis Clapp & Son. 12mo., cloth. 96 pp. \$1.25.

This is the latest work of one of the best of American shorthand authors. The practicability of this system has given it a high position. This work treats of a style that the author believes to be adapted to the largest number of those who at present seek the art: namely, all persons desiring to secure places as amanuenses or shorthand clerks. This style avoids the extremely brief forms used by reporters, and the often too cumbrous forms needed by the literary man, and gives just the degree of condensation that is believed to be adapted to those who wish to get the highest speed with the least outlay of time and money. We have also received the same author's "Elements of Tachygraphy" now in its thirteenth edition. (12mo., cloth. 120 pp. \$1.25.) Both works now bear also the imprint of the Fowler & Wells Co., 775 Broadway, New York.

PAMPHLETS AND REPORTS.

The Twelfth Annual Report of the board of education of Minneapolis, Minn., for the year 1888-'89, reaches us through the politeness of Hon. John E. Bradley, Supt. We note that he says, with natural pride, that out of 466 teachers in the Minneapolis schools, "all but seventeen had had at least one year's experience before entering upon their present positions. All but twenty-nine have had an experience of two or more years. The United States commissioner of education stated in a recent report that the average length of experience of the teachers in this country was only two years. All but twenty-nine of ours are, therefore, above the average in this particular. With reference to literary and professional qualifications, it appears, from reports on file in this office, that eighty-six have received college or university training, and 176 have received normal training before entering the service of the Minneapolis schools. The corps has gained largely in these respects during the past year and will compare favorably with the teachers of other cities with regard to experience or educational qualifications."

The College for the Training of Teachers publishes three more of its educational leaflets, Nos. 54, 55, and 56. Two are by Nicholas Murray Butler; one concerns municipal libraries in Paris, and the other is his paper read before the Department of Superintendence upon the educational exhibit of 1892, if the fair is then held. A third leaflet contains part of the report of the Elmira reformatory, education in practical ethics being the subject.

From the same source comes *Manual Training in the Public Schools of Philadelphia*, by James MacAlister, LL.B. (Educational Monographs, Vol. III., No. 2.) As will readily be seen from a perusal of this issue of THE SCHOOL JOURNAL, the Pennsylvanians are doing well in this field—perhaps as well as the people of any state in the Union.

The History of Federal and State Aid to Higher Education in the United States, by Frank W. Blackmar, Ph.D., is an important issue of the National Bureau of Education. It is edited by Herbert B. Adams, of Johns Hopkins.

The Proceedings of the Department of Superintendence of the National Educational Association, at its meeting in Washington, March 6-8, 1889, have also come to hand. It seems unfortunate that this cannot be issued more promptly than it is.

MAGAZINES.

Readers of the Magazine of Art for March will greatly admire the frontispiece, which is a copy, by photogravure process, of Charles Jacques' "The Return of the Flock-Moonlight." The picture is remarkable for delicacy and sympathetic touch. The opening article on "Current Art" is illustrated by a number of good engravings from the more striking pictures recently exhibited in London, among them a full-page reproduction of Frank D. Millet's latest painting, "Book and Pigeon." The list of articles includes "Artists and Art Critics," "A Lesson in Ornament," and "The Corporation Gallery of Glasgow."

The April Wide Awake has Sallie Joy White's second and concluding article on "Newspaper Workers" in the business series for girls. Mrs. White, as president of the New England Woman's Press Association, writes from large experience. The same num-

ber also gives the story of Smithsonian, and the famous institution in Washington that is named after him.

The continent of Africa is now receiving a large share of the attention of the world. Hence the article in the April Century, by E. J. Glave, one of Stanley's pioneer officers, will be of absorbing interest to many. It tells of native life, the effect of slavery, the modes of torture, and the method of capturing slaves in the Congo region. Prof. P. W. Putnam, of the Peabody museum, Salem, Mass., adds to the current interest in American archaeology a descriptive paper on "The Serpent Mound of Ohio," situated near Loudon, Adams county. Among the attractions of the number are three short stories: "The Herr Maestro," by Elizabeth Robins Pennell, with illustrations by Joseph Pennell; "That Yank from New York," by John Heard, with illustrations by Redwood; and "A Dusky Genius," an ante-bellum story of the South, by Maurice Thompson.

Teresa C. Crofton has the first of several geological papers in the April St. Nicholas. "The Ballad of King Henry of Castile," is told in rhyme by Tudor Jenks. The story is from old Spanish history, and relates how the young king humiliated the nobles who were making free with his revenues. "Lady Jane," a story that deals with Southern life and character, is a new serial by Mrs. C. V. Jamison.

Scribner's Magazine for April contains the beginning of a series on "The Rights of the Citizen;" the last of the Electric Series begins in June, 1890, on the "Railway of Tomorrow;" an unconventional article of travel describing a journey across the Syrian desert; the second and concluding paper on Charles Lamb's homes and haunts; an essay on Wagnerianism and its relation to Italian opera; the end of Octave Thanet's four-part story of Arkansas life; and two short stories (one by Miss Jewett, with an instalment of the serial "In the Valley," "The Point of View," department) contains brief essays on "Spring Philosophy," "Style," and "The Paradox of Humor."

In the April Magazine of American History, the opening paper, by the editor, conducts the reader into a fresh and untrodden field. "Our South American Neighbors" has for its text the bright new book of travels by Frank Vincent, but the article is in no sense confined to the modern outlook; the past is brought into view, and glimpses are given of the ancient Peruvians and other early people. The second article of the number, "The Romance of the Map of the United States," by H. G. Cutler, of Chicago, reveals much that is new and curiously entertaining. "Laval, the First Bishop of Quebec," by John Dimitry; and "Diplomatic Services of George William Erving," by Hon. J. L. M. Cury, ex-minister to Spain, are productions of importance and interest.

Civil service reform has a champion in Mr. Oliver T. Morton, who, in a paper called "Some Popular Objections to Civil Service Reform" which appears in the Atlantic for April, is not afraid to say that the spoils system "is at war with equality, freedom, justice, and a wise economy, and is already a doomed thing fighting extinction. Its establishment was in no sense a popular revolution but was the work of a self-willed man of stubborn and tyrannical nature, who had enemies to punish and debts to pay." Mr. James' "Tragic Muse" is drawing to a conclusion. Dr. Holmes, in "Over the Teacups," talks about modern realism, and says that the additions that have been made by it "to the territory of literature consist largely in swampy, malarious, ill-smelling patches of soil which had previously been left to reptiles and vermin." Mr. Aldrich has a poem on "The poet's corner," and Mrs. Deland's serial leaves the hero face to face with another problem.

A paper of popular interest, entitled "Suggestions for the Next World's Fair," is contributed to the April Century by Monsieur Georges Berger, the director of the Paris Exposition. "The Shoshone Falls" are the subject of a descriptive paper, by Captain John Codman, illustrated with two large engravings by Elbridge and Kingsley. Mr. James Whitcomb Riley will contribute one of his unique familiar poems, called "The Little Man in the Tin-Shop," the "tin shop" being a term for the old-fashioned orchestra. Major J. W. Powell, director of the U. S. Geographical Survey, will contribute a paper on "The Non-irrigable Lands of the Arid Region."

The Popular Science Monthly for April is a number that will especially interest teachers. It opens with "Science in the High School," by Prof. D. S. Jordan; then Alice B. Tweedy asks and answers the question, "Is Education opposed to Motherhood?" and Frimann B. Arngren tells about Sloyd. The latter article is by a young Icelandic who is studying at Harvard University, and is written with a full knowledge of the Naass system. Other matters are treated in this number, by Prof. C. H. Toy, Prof. Huxley, and Dr. T. Wesley Mills.

ANNOUNCEMENTS.

The APPLETONS have issued, in a popular edition, George Gunton's exhaustive treatise on the wages question, and its economic relation to social reform, entitled, "Wealth and Progress."

BELFORD Co. bring out a work that will surely be appreciated by the young people, "Fur, Feathers, and Fuzz," in which much is said about dogs, birds, and insects.

The WORTHINGTON Co. issue a reprint of the late Capt. Mayne Reid's "Afloat in the Forest," originally published a quarter of a century ago.

The HARPERS present a very agreeable book of travels in Lafcadio Hearn's "Two Years in the French West Indies."

D. LOTHROP Co. are the publishers of a book which Mrs. Louise Chandler Moulton calls "a really lovely book." It is "Swanhide and Other Fairy Tales."

G. P. PUTNAM'S SONS announce the following publications: "Heroes of the Nations" series, the first volumes of which will be "Nelson and the Naval Supremacy of England;" "Gustavus Adolphus and the struggle of Protestantism for Existence," and "P. Ricles and the Golden Age of Athens."

S. C. GRIGGS & Co. have in press "The World Energy and its Self Conservation," in which the author, W. M. Bryant, reasoning from the standpoint that "truth in its vital reality is to be attained only through a complete blending of these two methods," discusses the deepest questions of science.

GINN & Co. number among their publications: "A Brief History of the Roman People," by W. F. Allen; "Open Sesame," Part I., a collection of prose and verse for schools and homes, by Mrs. B. W. Bellamy and Mrs. M. W. Goodwin; "The Annals of Tacitus," edited by the late Prof. W. F. Allen; "The Moods and Tenses of the Greek Verb," by Prof. W. W. Goodwin.

LEE & SHEPARD issue a book that will greatly interest all classes of people, "Heroes and Martyrs of Invention," by the well-known author, George Makepeace Towle.

HOUGHTON, MIFFLIN & Co.'s Riverside Literature course aims to give young children such a training as will enable them, while overcoming the mechanical difficulties of learning to read, to acquire a taste for good reading matter, and incidentally to gain a power to express themselves orally and in writing, and to supply children of each grade with the best reading matter that the world's literature affords.

SCRIBNER & WELFORD have been the authorized agents since January 1 for the sale in the United States of Karl Baedeker's hand-books, which include those on Belgium and Holland, Egypt, France, Germany, Great Britain, Greece, Italy, London and its environs, Norway and Sweden, Palestine and Syria, Switzerland, etc. Each volume is illustrated with numerous maps, plans, panoramas, and views.

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Heracles was renowned for his great strength. He performed twelve labors, among which were the killing of the Nemean lion and the Hydra, a monster serpent said to have had nine heads, one of which was immortal, the cleansing of the Augean stables, and the securing of the apples of the Hesperides.

Ulysses was one of the Grecian heroes who, after the siege of Troy, spent years in wandering about before he finally succeeded in reaching his island home, Ithaca. His adventures are related in the Odyssey of Homer. Different explanations are made of these ancient tales. Prof. Max Muller says: "The siege of Troy is the daily siege of the East by the solar powers that every morning are robbed of their brightest treasures in the West. The great conflict of the Iliad is the great battle of the powers of light and darkness." Scholars have now concluded that the story of the Trojan war contains very few grains of actual history.

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